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ABSTRACT
Citations and abstracts for 192 theses the research for which was in the areas of preschool, elementary, secondary, college, and adult reading are included. Volume 29 of "Dissertation Abstracts" (July 1968 through June 1969) was reviewed, studies on reading were selected, and an abstract was prepared including information on the procedures, design, and conclusions of each investigation. Complete ordering information for microfiche and hard copies of this bibliography and a list of the 23 preceding Reading Review Series Bibliographies are included. (CM)

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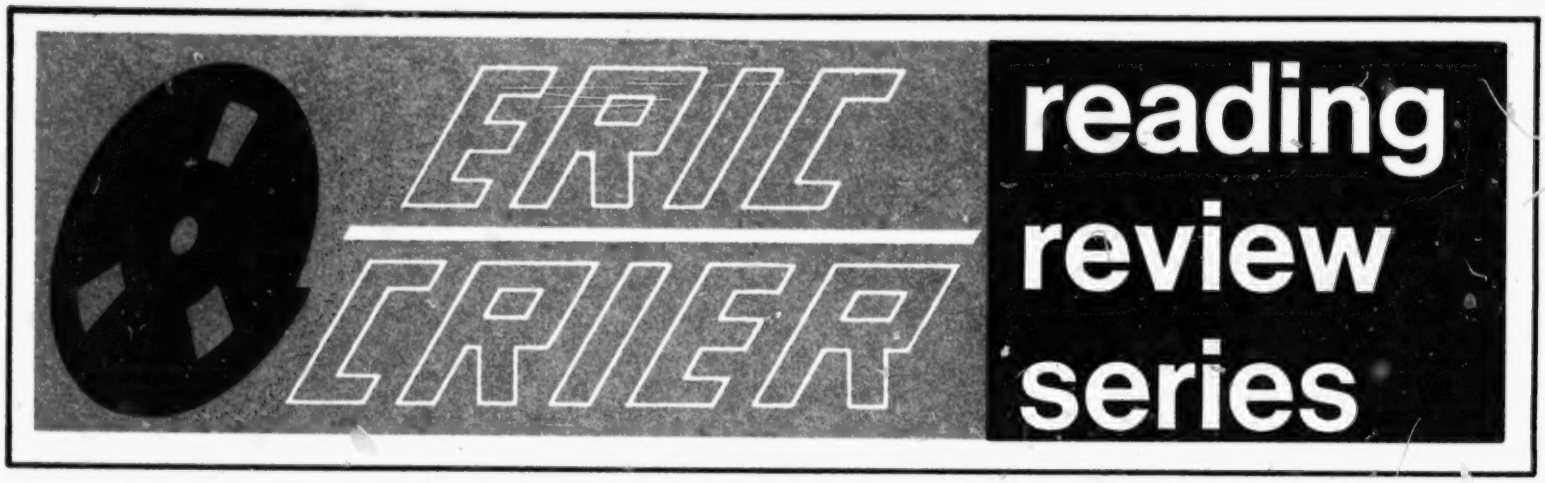

Recent Doctoral Dissertation Research in Reading, Supplement 2

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING

. . a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

ERIC/CRIER Reading Review Series

Bibliography 24

Recent Doctoral Dissertation Research in Reading, Supplement 2

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March 1970

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

This bibliography was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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Information on the ERIC System:

ERIC

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

ERIC/CRIER

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) is one of the 19 clearinghouses in the ERIC system. ERIC/CRIER is located at Indiana University and is a joint project of the International Reading Association and the University in cooperation with USOE. Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

> ...research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

INTRODUCTION

Recent Doctoral Dissertation Research in Reading, Supplement 2, cites and abstracts theses completed in colleges and universities whose research was in the areas of preschool, elementary, secondary, college, and adult reading. All dissertations listed have been reported in Volume 29 (July 1968 through June 1969) of Dissertation Abstracts, a publication of University Microfilms, Ann Arbor, Michigan. Abstracts is a monthly publication which announces summaries of dissertations in cooperation with the majority of institutions in the United States conducting doctoral programs.

In the preparation of the bibliography, relevant issues of Dissertation Abstracts were reviewed, and theses on reading were noted. A comprehensive analytical abstract was prepared for each reading thesis, using the lengthy summary reported for each dissertation. As much information as possible on the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data for the thesis.

Complete copies of any dissertation in this bibliography can be obtained from University Microfilms in positive microfilm or bound xerographic prints. The order number and microfilm and xerography prices are included with the citation data for each entry in the bibliography. Specific instructions for ordering from University Microfilms are given on page 98 of this volume.

Doctoral dissertations in reading are a part of the ERIC/CRIER basic references. Consequently, dissertations are reviewed continuously, and the reader may expect updates of this bibliography periodically. Previously ERIC/CRIER published Recent Doctoral Dissertation Research in Reading (available from the ERIC Document Reproduction Service, ED 012 693, microfiche $1.00, hard copy $11.05) and Recent Doctoral Dissertation Research in Reading, Supplement 1 (available from the ERIC Document Reproduction Service, ED 028 055, microfiche $0.75, hard copy $9.00) which cite and abstract dissertations in the field of reading completed in colleges and universities from July 1960 through June 1968. Another compilation of doctoral research related to reading listing over 700 theses completed from 1919 to 1960 is also available from EDRS: Doctoral Studies in Reading, 1919-1960, ED 011 486, microfiche $0.50, hard copy $4.50. Complete instructions for ordering from EDRS are given on page 99 of this volume.

ERIC/CRIER Basic References

As indicated above, this bibliography is an update to one of ERIC/CRIER's basic references: Recent Doctoral Dissertation Research in Reading. The Basic Reference Collection includes more than 7,000 citations

covering research and research-related reports on reading published since 1900. Following is a description of all Basic References, each of which can be ordered by ED number in microfiche and hard copy reproductions at listed prices from the ERIC Document Reproduction Service (EDRS). This information follows the title of each reference. (See Appendix B for complete EDRS ordering information.) The title citation also indicates the ERIC/CRIER identification numbers of all documents in that publication. Information on the availability of the documents within each reference is included in the descriptive paragraph.

* Published Research Literature in Reading, 1900-1949
(ED 013 970, microfiche $2.00, hard copy $24.90 from EDRS).
Includes ERIC/CRIER identification numbers 2 to 2883.

* Published Research Literature in Reading, 1950-1963
(ED 012 834, microfiche $1.50, hard copy $19.90 from EDRS).
Includes ERIC/CRIER identification numbers 2885 to 4803.

* Published Research Literature in Reading, 1964-1966
(ED 013 969, microfiche $0.75, hard copy $9.10 from EDRS).
Includes ERIC/CRIER identification numbers 4804 to 6562.

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the Reading Review Series include material taken from the annual summaries of 1900 to 1968. New articles are incorporated each year as the annual Summary is completed.

* USOE Sponsored Research on Reading
(ED 016 603, microfiche $0.50, hard copy $5.30 from EDRS).
Covers 1956 through 1965 and includes ERIC/CRIER identification numbers 6563 to 6706.

* USOE Sponsored Research on Reading, Supplement 1
(ED 031 606, microfiche $0.50, hard copy $3.05 from EDRS).
Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index

terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; complete information on microfiche and hard copy prices is included with each entry, along with the ED number necessary for ordering.

* Recent Doctoral Dissertation Research in Reading
(ED 012 693, microfiche $1.00, hard copy $11.05 from EDRS).
Covers 1960 to 1965 and includes ERIC/CRIER identification numbers 5348 to 5727.

* Recent Doctoral Dissertation Research in Reading, Supplement 1
(ED 028 055, microfiche $0.75, hard copy $9.00 from EDRS).
Covers 1966 to 1968 and includes ERIC/CRIER identification numbers 6707 to 7051.

These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were selected. Information on the procedures, design, and conclusions of each investigation is given in the abstract. Each entry includes complete bibliographic data and is listed alphabetically by author.

Copies of the documents in these references can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic form. (See Appendix A for complete ordering information.)

* International Reading Association Conference Proceedings Reports on Elementary Reading
(ED 013 197, microfiche $4.25, hard copy $56.85 from EDRS).
Includes ERIC/CRIER identification numbers 5908 to 6252.

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

* International Reading Association Conference Proceedings Reports on Secondary Reading
(ED 013 185, microfiche $2.25, hard copy $30.70 from EDRS).
Includes ERIC/CRIER identification numbers 5728 to 5907.

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association

from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

* Indexes to ERIC/CRIER Basic References
(ED 030 004, microfiche $1.75, hard copy $21.95 from EDRS).
Covers 1950 to June 1967 and includes ERIC/CRIER identification numbers 2882 to 6706.

This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

7428
Ahern, Evelyn Jeanne Coggin. The Effect of Four Primary Reading Programs on the Complexity of Written Language Structure at the Second Grade Level. 159p. (Ph.D., University of California, Berkeley, 1967) Dissertation Abstracts, 29, No. 1, 176-77-A. Order No. 68-10,277, microfilm $3.00, xerography $7.40 from University Microfilms.

It was hypothesized that a reading program emphasizing consistency of grapheme-phoneme correspondence and language structure in relation to meaning would favor greater complexity of written language than would a program emphasizing only consistency of correspondence or only language structure in relation to meaning. The influence of socioeconomic status, intelligence, and sex were explored within this context. Twenty-four classrooms representing high, middle, and low socioeconomic status were randomly assigned to each treatment. An instrument to measure written language complexity was constructed by the investigator, and its validity and reliability were established. The data obtained were tested by analysis of covariance, but no significant differences were found to result from any of the programs. Moreover, there were no significant differences among the programs when the subjects were divided by socioeconomic status. A division by mental age did show better results among higher IQ's for movables, for present participles as constituents of structures of modification, and for the total of all variables.

7429
Alexander, Henry William. An Investigation of the Cloze Procedure as a Measuring Device Designed to Identify the Independent, Instruction, and Frustration Reading Levels of Pupils in the Intermediate Grades. 253p. (Ed.D., University of Illinois, 1968) Dissertation Abstracts, 29, No. 12, 4314-A. Order No. 69-10,625, microfilm $3.30, xerography $11.50 from University Microfilms.

Cloze procedures were probed in an effort to determine whether they could provide information regarding independent, instructional, and frustration reading levels as does the properly constructed and administered informal reading inventory. Three hundred and sixty-five students, fairly equally divided among three intermediate grade levels, were utilized as subjects. The Lorge-Thorndike Intelligence Test, Multi-Level edition; the Gates-MacGinitie Reading Tests, Survey D; an informal reading inventory predicated on the Powell paradigm; and a cloze test were administered. Seventeen passages taken from the Scott, Foresman "The New Basic Readers: Curriculum Foundation Series" (1965) were used to construct the informal reading inventory and the cloze test. The statistical analysis of the data indicated that a measuring instrument which would identify the independent, instructional, and frustration reading levels could be constructed by means of cloze procedures comparable in accuracy to the results obtained with the informal reading inventory. Cloze test scores also correlated with outcomes of a standardized reading test and an intelligence scale.

7430
Allbaugh, Nancy Jean. Comprehension of Three Levels of Social Studies Material as Designated by a Readability Formula. 150p. (Ph.D., The University of Iowa, 1968) Dissertation Abstracts, 29, No. 6, 1665-A. Order No. 68-16,774, microfilm $3.00, xerography $7.80 from University Microfilms.

The Dale-Chall A Formula for Predicting Readability was studied to determine whether its designation of the difficulty level of a social studies passage would predict a reader's success in comprehending it. Dolch's concept of fact burden was similarly analyzed, and the possibility of a relation between Dale-Chall's "difficulty" and Dolch's "fact burden" was investigated. Test passages reflecting three grade levels were administered to entire classes, ranging from the fourth- to the eighth-grade levels, for 3 consecutive days. In general, the use of the readability formula to determine ease of comprehension was valid for social studies materials, since performances decreased as the designated difficulty level increased. Dolch's concept of fact burden was not too successful with regard to the aims of this study, for students performed better with medium-fact-level passages at all three difficulty levels. These results appear to indicate that too few or too many facts within a given difficulty range are detrimental to comprehension.

7431
Allen, Elizabeth Godwin. An Investigation of Change in Reading Achievement, Self-Concept, and Creativity of Disadvantaged Elementary School Children Experiencing Three Methods of Training. 89p. (Ph.D., University of Southern Mississippi, 1968) Dissertation Abstracts, 29, No. 9, 3032-A. Order No. 69-4683, microfilm $3.00, xerography $4.60 from University Microfilms.

The relative merits of remedial reading instruction, training in creative dramatics, and a combination of the two approaches for disadvantaged Negro fifth-grade children were studied. There were three experimental groups for the three treatments and two control groups. The Gordon How I See Myself Inventory, the Figural Tests of the Torrance Tests of Creative Thinking, and the Stanford Reading Test were administered to all groups at the pretest and post-test stage. On the reading test all groups increased significantly on the Paragraph Meaning Section, but no significant difference between groups was found. Nor was there any significant difference between groups on the How I See Myself Inventory. The groups receiving creative dramatics instruction increased more on the creative measure than did the others. All the instruction methods used were effective in maintaining reading growth for the children.

7432
Allen, Patricia Marie. An Analysis of Selected Characteristics of Three Groups of Enrollees in a University Non-Credit Reading and Study Course.

210p. (Ed.D., University of Cincinnati, 1968) Dissertation Abstracts, 29, No. 10, 3313-A. Order No. 69-6326, microfilm $3.00, xerography $9.45 from University Microfilms.

Three groups of freshmen students (Persisting Voluntary Enrollees, Voluntary Enrollees Who Drop Out of the Reading Course, and Non-Voluntary Enrollees) who were enrolled in a university non-credit reading and study course were compared for differences in selected characteristics. Subjects' scores were available for the following tests: American Council on Education Psychological Examination for College Freshmen, American Testing Program Examination, College Entrance Examination Board Scholastic Aptitude Test, Diagnostic Reading Tests: Survey Section, and Brown-Holtzman Survey of Study Habits and Attitudes. There were no statistically significant differences between the three groups in college academic aptitide or initial reading ability. When the scores of only male subjects were studied, the male Non-Voluntary Enrollees were superior in study habits and attitudes to male Voluntary Enrollees. There was a significant difference between the two voluntary enrollee groups in college graduation status when age, sex, college, and major field were not controlled, but no significant difference was found when the two groups were matched on the basis of these four variables. Significant differences were found for the Persisting Voluntary Enrollee Group and the Non-Voluntary Enrollee Group on subtests of the Diagnostic Reading Tests: Survey Section.

7433
Anderson, William James. A Study of the Evolution of Remedial Reading in the Elementary Schools of America, 1900-1964. 203p. (Ed.D., Baylor University, 1968) Dissertation Abstracts, 29, No. 6, 1764-A. Order No. 68-15,811, microfilm $3.00, xerography $9.25 from University Microfilms.

This historical study of the development of remedial reading in American elementary schools placed emphasis on the philosophy and objectives, the need for remedial reading, the selection of pupils, the diagnostic procedures, the instructional techniques, and the evaluative criteria of remedial reading. Two broad periods were dealt with: 1900 to 1949 and 1950 to 1964. Data were obtained by informal interviews and correspondence with reading authorities and from a review of the literature. The periods are characterized by giving emphasis to the general aims, methods, and materials utilized in each.

7434
Arciszewski, Raymond Arthur. The Effects of Visual Perception Training on the Perception Ability and Reading Achievement of First Grade Students. 178p. (Ed.D., Rutgers--The State University, 1968) Dissertation Abstracts, 29, No. 12, 4174-A. Order No. 69-9294, microfilm $3.00, xerography $8.20 from University Microfilms.

The effects of visual perception training on the perception and reading ability of first graders was studied, and correlations between such factors as intelligence, perception, sex, age, and reading achievement were sought. Two hundred and fifteen subjects were divided into three groups, one of which received training according to the Frostig Program for the Development of Visual Perception. Another group received intensive phonics training, and the third received straight basal reading instruction. The experimental period lasted 22 school weeks. The results indicated that first graders who received visual perception training did not improve either their visual perception or reading achievement more than those receiving phonics or basal reading instruction. Furthermore, findings from ulterior statistical analysis of post experimental data, using the criterion of intellectual ability, revealed no significant difference in the training methods.

7435
Arena, Thomas. The Measurement of Recognition Vocabulary in Grades Four through Six. 167p. (Ph.D., Ohio University, 1968) Dissertation Abstracts, 29, No. 9, 2876-A. Order No. 69-5085, microfilm $3.00, xerography $7.80 from University Microfilms.

The major objects of this investigation were to determine the overall size of the total recognition vocabulary of children in the intermediate grades and to identify any differences that might exist among males from grade to grade, among females from grade to grade, and between the sexes at each grade level. A multiple choice vocabulary test was constructed, using an unabridged dictionary as a source of words. From those words which met pre-established criteria, a random sampling was selected. The test was based on this selection and was administered to 7,871 pupils of the public elementary schools in Ohio. The results indicated significant differences among grades 4, 5, and 6 with their average scores being 7,805, 10,472 and 11,876 respectively. Similar significant differences between grade levels were found when sex was taken into account. The investigator concluded that while intermediate children appeared to know more words than was thought to be the case at the beginning of the century, they did not know as many as some more modern studies indicate.

7436
Arnold, William Ramon. Knowledge of Vocabulary, Ability to Formulate Equations, and Ability to Solve Verbal Problems: An Investigation of Relationships. 91p. (Ed.D., University of Oregon, 1968) Dissertation Abstracts, 29, No. 7, 2031-A. Order No. 69-1, microfilm $3.00, xerography $4.80 from University Microfilms.

The relationships between knowledge of specified sets of vocabulary and the ability to solve certain types of arithmetical word problems

were investigated. The ability to formulate number sentences was also studied for relationships to the ability to solve certain types of arithmetical problems. The variables selected for examination were intelligence, reading achievement, arithmetic, knowledge of general vocabulary, knowledge of mathematical vocabulary, and ability to express problem relations as equations. One hundred and sixty-seven sixth-grade students were administered a series of tests, among which were several measurement instruments developed by the investigator. The correlation of scores representing knowledge of specified vocabularies and abilities to solve word problems which did or did not contain mathematical terms was high enough to indicate the importance of vocabulary for problem solving, while leaving in doubt whether that importance is critical. The ability to formulate equations also resulted as an important factor in problem solving.

7437
Banton, Robert Lee, III. A Study of Occupations Presented in Certain Basal Readers. 135p. (Ed.D., University of Virginia, 1968) Dissertation Abstracts, 29, No. 11, 3904-A. Order No. 69-4005, microfilm $3.00, xerography $6.40 from University Microfilms.

Sixty-three basal readers adopted by the Virginia State Board of Education in 1964-65 for use in grades 1 through 6 were analyzed to determine the kinds of occupations included and the context clue by which the meanings of each are presented. Occupations in the service occupational category were noted more than any other type. Occupations in the agricultural, fishing, farming, and forestry occupational category ranked second, followed by the professional, technical, and managerial occupational category, the miscellaneous category, the clerical and sales category, the structural work category, the machine trades category, the benchwork category, and the processing occupational category. Context clues in the "none of these" type ranked first in the total number of context clues noted for all basal readers examined. Context clues of the generalized description type ranked second, followed by showing special features, main idea of a selection, sentence definition, statement of a topic's importance, and synonym. With the exception of one publisher, all book companies made reference to at least one occupation in every occupational category.

7438
Barkline, Kenneth Stewart. Auditory Distraction and Reading Achievement. 161p. (Ph.D., University of Minnesota, 1968) Dissertation Abstracts, 29, Number 12, 4315-A. Order No. 69-6792, microfilm $3.00, xerography $7.60 from University Microfilms.

The effect of auditory distractibility on reading comprehension was studied. An individualized test based on the cancellation of letters in

a text of German prose was devised. The number of letters cancelled and the errors of each of 77 6½- to 7-year-old first-grade boys were compared under two conditions: with and without classroom noise. The change in performance under the two conditions served as the criterion for the subjects' reactivity to extraneous auditory stimuli. Subjects were also classified according to high or average reading readiness. Significant interaction of reactivity and reading readiness was found upon analysis of the data. The interaction would seem to suggest that students of average ability who were either facilitated or impaired in letter performance by audial distractions showed poorer reading comprehension than those whose performances were not influenced by classroom noise. On the other hand, high readiness students whose performances were modified showed better reading comprehension than those whose performances remained unchanged.

7439
Baumgarner, Dora Jean. A Comparison of the Multimedia and Corrective Approaches to Teaching Remedial Reading. 128p. (Ed.D., West Virginia University, 1968) Dissertation Abstracts, 29, No. 10, 3317-A. Order No. 69-6701, microfilm $3.00, xerography $6.20 from University Microfilms.

The effectiveness of the regular classroom program of corrective reading instruction was compared with that of the multimedia approach in a remedial reading center. Subjects were sixty Marietta, Ohio sixth graders who had IQ's of 90 to 115 and who were reading 1 or more years below expectancy, or who had IQ's of 70 to 89 and who were reading 1 or more years below expectancy. These subjects were divided so that two groups of average and below-average intelligence received ½ hour of daily reading instruction for 8 months in a remedial reading center, and two groups of similar composition received ½ hour of daily reading instruction for 8 months by the classroom teacher, using the basal reader approach in the regular classroom corrective reading program. Analysis of the post-tests, which included the Stanford Reading Achievement Test and the California Test of Personality, led to four conclusions, among which were the statements that there was no significant relation between intelligence and student achievement whether students were taught by the corrective or multimedia approach and that there was no significant relation between reading achievement gains and either of the two methods used.

7440
Beidler, Anne Elizabeth. The Effects of the Peabody Language Development Kits on the Intelligence, Reading, Listening, and Writing of Disadvantaged Children in the Primary Grades. 111p. (Ed.D., Lehigh University, 1968) Dissertation Abstracts, 29, No. 11, 3760-A. Order No. 69-7322, microfilm $3.00, xerography $5.60 from University Microfilms.

The effectiveness of the Peabody Language Development Kits was analyzed to determine whether disadvantaged children using them would perform better on intelligence, reading, listening, and writing tests than would students not using them. The influence that sex would have upon performance was also studied. Two hundred and seventy-six children from kindergarten, first grade, and second grade in two Bethlehem, Pennsylvania schools, located in disadvantaged areas, were the subjects. Participating teachers were chosen by the elementary supervisor who attempted to select comparable experimental and control teachers. Five teachers supplemented their normal language arts program with the Peabody Language Development Kit while seven made no use of it. From a series of post-tests, administered at the end of the treatment period, a highly significant difference was found at the kindergarten level. However, almost no difference was found at the other grade levels. Only one finding regarding the sex factor was significant: first-grade girls in the control group wrote more running words in their composition than did the first-grade control boys.

7441
Belgum, Evelyn Hattie. The Effect of Silent Reading and Two Modes of Listening on Children's Comprehension Achievement at Grades Two, Four, and Six. 121p. (Ed.D., University of California, Berkeley, 1967) Dissertation Abstracts, 29, No. 1, 178-A. Order No. 68-10,258, microfilm $3.00, xerography $6.00 from University Microfilms.

The comparative effectiveness of silent reading, informal telling, and oral reading in the presentation of information was studied. The relationship between listening and sex, mental age, and chronological age was also investigated. Each test was designed to measure two distinct levels of listening skill. Ninety-six second graders, 100 fourth graders, and 91 sixth graders were randomly assigned to one of three groups at their own grade level. The two oral modes of presentation yielded superior results at all grade levels tested; although, the difference found at the fourth-grade level was not statistically significant. Oral reading was significantly more effective with sixth graders. Mental age, on the factual portion of the test, was significantly related to all modes of presentation at grade 2; to the informal telling mode at grade 4; and to the oral reading mode at grade 6. Mental age on the inference portion was significantly related to all three modes at grade 6. Chronological age revealed no significant relationship except at the fourth-grade level, where silent reading favored the low chronological age group.

7442
Benson, Jean Power. Fifth Grade Students' Knowledge of Certain Word Analysis Skills and Their Ability to Transfer This Knowledge into Functional Reading Situations. 136p. (Ed.D., Colorado State College,

1968) Dissertation Abstracts, 29, No. 4, 1031-A. Order No. 68-14,716, microfilm $3.00, xerography $6.60 from University Microfilms.

The ability of fifth graders to apply certain word analysis skills in their reading was studied with particular attention to the pronunciation of unknown or nonsense words. Among the eight steps used in the analysis were the administration of the McCullough Word Analysis Tests to all fifth-grade students of the Greeley public school system in Colorado; the development of a sight word test; the development of a word identification test, using, under varying visual circumstances, 20 words not in the children's recognition vocabularies; and the statistical correlation of the McCullough Word Analysis Tests with the whole-word-in-context portion of the word identification test. Significant relationships between word analysis and the pronunciation of unknown or nonsense words were found. The degree of word analysis skill transfer from the knowledge level to the application level was dependent upon the complexity of the application level.

7443
Best, Bill Arnold. The Effect of Special Programs on Mean Gains in Reading. 113p. (Ed.D., North Texas State University, 1968) Dissertation Abstracts, 29, No. 10, 3316-A. Order No. 69-5266, microfilm $3.00, xerography $5.60 from University Microfilms.

The reading progress of sixth graders who were reading 2 or more grade levels above normal and who were permitted to choose among three elective courses--life science, creative writing, and accelerated reading--in lieu of a regular rapid reading class was investigated. Three problems were dealt with: (1) whether the accelerated reading program was more beneficial than the other courses, (2) whether it was feasible to offer a special program as substitution for the regular reading classes, and (3) whether the supplementary devices, Percepto Scope and Rateometer, would result in higher gains with high reading achievers than would the controlled reader. At the end of the school year, in May, Form X of the California Reading Test--Junior High Level was administered and analyzed for significant differences in relation to preexperimental results. No significant differences were found, and it was concluded that students completing elementary school with a high reading achievement will progress as much in reading by following a dissimilar course which uses reading as they will in the conventional reading course.

7444
Bickley, Marion Thornton. A Comparison of Differences in Selected Educational Characteristics among Culturally Disadvantaged Children Who Attended Project Head Start, Culturally Disadvantaged Children Who Did Not Attend Project Head Start, and Children Who Are Not Culturally Disadvantaged as Those Characteristics Relate to Reading Achievement in Grade One. 158 p. (Ed.D., University of Pennsylvania, 1968) Dissertation

Abstracts, 29, No. 4, 1032-A. Order No. 68-14,468, microfilm $3.00, xerography $7.40 from University Microfilms.

The effect of the Head Start Program on the reading achievement of disadvantaged children was investigated. Two hundred and thirty-two first graders of the Camden, New Jersey school system were selected as subjects. They belonged to three major groups: 91 pupils who had attended the Head Start Program; 91 pupils who, although eligible, had not attended; and 50 pupils who did not fit the classification of culturally disadvantaged. Reading readiness was tested with the Durrell Analysis of Reading Difficulty; reading achievement was measured with the California Achievement Tests; and conceptual maturity was estimated by administration of the Goodenough-Harris Drawing Test. Multiple analysis of variance was applied to the results. No significant difference was found in reading readiness between the two culturally disadvantaged groups. However, the group that had received Head Start help did score higher on reading achievement than the disadvantaged group who had not received such help. The higher scores were still lower than those attained by the children who were not disadvantaged. Conceptual maturity also appeared to indicate an improvement due to Head Start.

7445
Bird, Howard Frank. A Three-Dimensional Approach to the Teaching of Beginning Word Recognition Skills. 133p. (Ph.D., University of Minnesota, 1968) Dissertation Abstracts, 29, No. 7, 2108-A. Order No. 68-17,662, microfilm $3.00, xerography $6.40 from University Microfilms.

The relative effectiveness of using apparent three-dimensional materials in the initial teaching of word recognition for learning and retention was investigated. IQ, as measured by the Peabody Picture Vocabulary Test (PPVT), and sex were considered in the analysis. Forty kindergarten children were selected as subjects and were treated with two types of apparent three-dimensional illustrations, one presented with words and the other without words. No significant differences in retention, based on the type of materials used, was found. Furthermore, no significant difference in the performance of the subjects, dependent on mental ability or sex, was found.

7446
Blazier, Robert Turner. Improving Reading Instruction through Effective Class Organization and Activities. 183p. (Ed.D., The University of Mississippi, 1968) Dissertation Abstracts, 29, No. 9, 3017-18-A. Order No. 69-3956, microfilm $3.00, xerography $8.40 from University Microfilms.

Activities, class organizations, and grouping techniques for developing certain basic reading skills are described and evaluated, using as a basis a study of selected literature and research from the past 10

years. The following conclusions are presented: (1) Grouping based upon interest and upon sociometric friendship patterns rather than upon gross achievement and intelligence provide more interaction and stimulus for learning. (2) Homogeneous classroom grouping fosters low self-concept development for all ability groups, a loss of sociometric status for superior pupils, and negative attitudes in average and slow pupils. (3) Pacing of instruction should be based on individual learning rates. (4) Broad unified activities which generate a wide diversity of response and which promote modified thinking should be designed by teachers. (5) Skills in locating information in reference books need to be taught. (6) Use of the library for recreational reading and research should begin at an early age.

7447
Breiter, Joan Catherine. A Comparison of Reading and Listening as Techniques of Instruction in the Social Studies at the Sixth Grade Level. 284p. (Ed.D., Colorado State College, 1968) Dissertation Abstracts, 29, No. 8, 2429-A. Order No. 69-2828, microfilm $3.65, xerography $12.85 from University Microfilms.

An investigation and comparison were made of the effects of social studies instruction through the use of reading techniques and of listening techniques on the comprehension of sixth-grade pupils. The materials used were developed on the basis of two commercial supplementary studies unitexts, as well as on the results of two pilot studies and a final study made by the 28 teachers whose classes were later randomly assigned to the experimental and control groups. Each class was taught the materials for 10 1-hour periods. A total of 570 pupils participated, and the data analysis included subdividing the subjects in above-average, average, and below-average intelligence and reading ability groupings. Children with above-average intelligence comprehended significantly more by reading than by listening; children of average and below-average intelligence did not. However, in general, neither reading nor listening techniques resulted in a significant difference in the comprehension of the sixth graders.

7448
Breniman, Emery Richard. Visual Discrimination Learning and Retention in Institutionalized Educable Mentally Retarded Children. 144p. (Ed.D., The Pennsylvania State University, 1967) Dissertation Abstracts, 29, No. 3, 810-A. Order No. 68-11,969, microfilm $3.00, xerography $6.80 from University Microfilms.

Visual discrimination learning and retention of institutionalized, educable mentally retarded (EMR) children, trained to recognize consonant-vowel-consonant (CVC) trigrams in a paired-associate task, was studied. The vowels were colored to facilitate discrimination from other letters.

Two samples of 45 EMR's each from two different institutions were randomly assigned to one of three treatment groups, differing only in the color of the vowels (red, blue, or black). The data analysis utilized the Lindquist (1953) Type III design, as well as the Scheffe and Tukey procedures. A comparison with Adair's (1966) study was made by t-ratio analysis. The results of this comparison supported the theory that discrimination increases with increased dissimilarity of cues. Significant retention was implied from the decreased number of trials necessary during the relearning period. The introduction of color produced no significant effects.

7449
Britton, Gwyneth Elaine. A Comparison of the Inductive and Deductive Group Approaches in Teaching Selected Phonic Generalizations to Second Grade Children. 108p. (Ed.D., Oregon State University, 1969) Dissertation Abstracts, 29, No. 7, 2141-A. Order No. 69-456, microfilm $3.00, xerography $5.40 from University Microfilms.

A comparison of the inductive and deductive approaches in teaching phonics was made to determine which was more effective for teaching second-grade children, for promoting retention, and for promoting greater transfer of learning. Three second-grade classes composed of children living in average socioeconomic areas served as subjects; a third class served as the control. An Individual Informal Oral Phonic Generalization Test was developed by the investigator to determine a child's ability to analyze vocabulary terms. Experimental groups 1 and 2 were taught four generalizations by the inductive approach for 2 weeks and four different generalizations by the deductive approach for the final 2 weeks. The scores of the two groups were combined for each of the approaches. No significant differences with the control group scores were found at the end of the treatment period. There were also no significant differences in terms of learning retention or knowledge transfer between the experimental groups and the control group. It would appear that method alone is not a significant factor in terms of immediate learning, retention, or transfer.

7450
Brown, Rexel Edmund. Teacher Skill and Other Variables Associated with Effectiveness in Teaching Reading. 103p. (Ed.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 6, 1670-A. Order No. 68-17,254, microfilm $3.00, xerography $5.20 from University Microfilms.

The validity of the criterion of teacher effectiveness based on pupil gain, as used by the Teaching Tasks in Reading, Form C (TTR), was studied. The relationship of years of experience and educational background to effective remedial reading teaching was also investigated. The TTR was administered to the summer remedial reading staff of a

medium-sized Midwestern city, and the Metropolitan Reading Test, Form A and Form B, was taken by the total pupil population enrolled in the remedial program. It was found that the TTR scores in four of the seven individual tasks did not relate to differences in pupil gains as determined on the basis of vocabulary, comprehension, and total reading. Teaching experience also resulted in no significant relation to pupil gains. However, the number of graduate courses in reading was positively related to vocabulary gains and seemed to favor comprehension and total reading gains.

7451
Brown, Theodore James. A Study of the Use of Pupil Experimentation and Reading in the Development and Retention of Selected Science Principles in the Fifth Grade. 106p. (Ed.D., University of Maryland, 1968) Dissertation Abstracts, 29, No. 12, 4176-A. Order No. 69-9598, microfilm $3.00, xerography $5.40 from University Microfilms.

Fifth-grade pupils receiving science instruction with only reading material were compared with fifth-grade pupils receiving similar instruction but with both reading material and in-class experimentation. Three groups were equated on the basis of mental ability so that there were eight pupils of high mental ability, 16 pupils of average ability, and eight pupils of low ability in each. One group received only reading instruction; the second received both reading instruction and pupil participation experimentation. The third served as the control group. Science achievement was measured by a multiple-choice test of 48 items which was administered after 3 months of achievement. No significant difference in achievement was found among the groups; although, boys did do slightly better than girls.

7452
Brown, Virginia Louise. Language Pattern Interference in Oral Reading of Selected Urban Negro First-Graders. 121p. (Ed.D., University of Kansas, 1968) Dissertation Abstracts, 29, No. 6, 1817-A. Order No. 68-17,362, microfilm $3.00, xerography $6.00 from University Microfilms.

Selected concepts of psycholinguistics were applied to detect points and classes of interference in the oral reading of children having nonstandard oral language patterns. Thirty-one children of normal intelligence and apparently without physical or articulatory problems were selected from the first year nongraded primary classes in the Kansas City School District. Gray's Oral Reading Paragraphs were administered, and errors were scored and classified. The findings indicated that automatic language habits can interfere with visual attention to reading. While erroneous production of syntax may also interfere with reading, the "translation" phenomenon can occur in the reading of children with restricted language patterns.

7453
Buchanan, Benjamin Hal. A Comparison of Achievement Scores of Selected Fifth Grade Pupils When Taught by Using Conventional Method and When Taught by Using Programmed Materials. 117p. (Ed.D., Mississippi State University, 1968) Dissertation Abstracts, 29, No. 11, 3762-A. Order No. 69-5252, microfilm $3.00, xerography $5.80 from University Microfilms.

The mean achievement scores of fifth-grade pupils, taught by Scott, Foresman's Conventional Program of teaching reading, were compared to the achievement scores of similar pupils taught by the Sullivan Associates Series of Programmed Reading material in order to ascertain statistically significant differences. A series of pretests, including the Gates Reading Survey and the Otis Quick-Scoring Mental Abilities Test, were administered to all fifth graders in the Ward Middle Grade School, Starkville, Mississippi. A random sample of matched pairs of 31 pupils in the control group and 31 pupils in the experimental group composed the subjects. The control group used the Scott, Foresman materials 90 minutes a day for 140 days. The experimental group used Sullivan's Programmed Reading materials under similar conditions. From the statistical analysis of the post-tests, it was found that the control group using Scott, Foresman materials scored substantially higher than the pupils of the experimental group in reading speed and accuracy, while the experimental group did better in the level of reading comprehension. The vocabulary scores were substantially the same for both groups.

7454
Buckley, Geoffrey John. Reading Achievement in Grade Five and Its Relationship to Parental Occupation, Verbal Intelligence, and Certain Environmental Factors. (Ed.D., The University of British Columbia, 1967) Dissertation Abstracts, 29, No. 3, 757-58-A. Microfilm copy available from the National Library of Canada at Ottawa.

The relationship of certain environmental factors, parental occupation, and verbal intelligence to reading achievement was investigated. Fifth-grade children were randomly chosen from one high, one middle, and one low social class area in the city of Vancouver, British Columbia. The Henmon-Nelson Test of Mental Ability and the Iowa Tests of Basic Skills were administered to all subjects. Environmental factor data, such as availability of reading materials in the home, TV-radio habits, visits and trips made, and participation in various activities were gathered through interviews. From simple and multiple correlations it was found that reading achievement was related to verbal intelligence and, to a lesser extent, to parental occupation and visits. Only verbal intelligence and visits seemed to contribute significantly at the .05 level to the multivariate prediction of reading achievement. TV-radio did not relate to the other variables.

7455
Buddington, Winton Harlow. A Test of Written Recall Following Reading for Grades Four, Five and Six. 453p. (Ed.D., Boston University School of Education, 1968) Dissertation Abstracts. 29, No. 11, 3907-A. Order No. 69-7846, microfilm $5.80, xerography $20.50 from University Microfilms.

A study of written recall after silent reading and its relationships to other relevant abilities was studied. Twenty-four stories, varying in length and controlled for vocabulary and difficulty level, were prepared. The stories were included in four test books so designed that the stories could not be re-read. The pupils were requested to write their recall of the story in the testbook and were required to answer multiple-choice questions of the informational type. Fourth, fifth, and sixth graders were involved in the experiment. Scoring was accomplished by coding the sequence of ideas, and a team of readers made a general judgment according to the following criteria: 0 = no sequential order, 1 = some sequential order, and 2 = good sequential order. A 0.67 relation was found between reading achievement and written recall; a 0.43 relation, between mental age and written recall; and a 0.18 relation, between chronological age and written recall.

7456
Burkholder, Rachel Brent. The Improvement in Reading Ability through the Development of Specific Underlying or Associated Mental Abilities. 199p. (Ph.D., University of Arizona, 1968) Dissertation Abstracts, 29, No. 4, 1157-58-A. Order No. 68-14,508, microfilm $3.00, xerography $9.00 from University Microfilms.

Certain underlying mental abilities of selected retarded readers were identified so that training in these areas could be undertaken in keeping with the hypothesis that improving abilities which seem to have a high relation to reading skills will contribute to reading improvement. Ten second- and third-grade deficient readers were selected as subjects. A group matched in age, grade level, IQ, socioeconomic background, reading level, and underlying abilities was set up as the control group. The experimental group received 3 months' training in perception, memory, closure, and classification. Pretests and post-tests were administered to both groups. The experimental children showed significantly greater gains than the control group in oral reading, study skills, word meaning, auditory and visual memory skills, psycholinguistic skills of closure and automatic language, and classification skills. Five matched pairs were still available after 6 months, and significant improvement in both underlying skills and reading was evident in the experimental children.

7457
Buttz, John Raymond. Educational Goals and Motivational Determinants Inherent in Participants in Voluntary Literacy Education. 146p. (Ed.D.,

Indiana University, 1968) Dissertation Abstracts, 29, No. 6, 1747-A. Order No. 68-17,258, microfilm $3.00, xerography $7.00 from University Microfilms.

Some of the problems associated with volunteer literacy education were surveyed among adults enrolled in the literacy programs conducted in Indiana. An interview schedule, validated by an expert jury and by test interviews, was utilized to obtain data which were analyzed using Chi Square. Age, sex, educational achievement, annual income, and marital status seemed to follow no particular trend among enrollees of literacy programs. However, considerably more married people were enrolled than unmarried, thus indicating an economic impetus. No one reason for lack of literacy was found.

7458
Carey, Gertrude Ann. A Comparison of Programmed and Standard Teacher-Prepared Material in the Teaching of Reading to Educable Mentally Retarded Children. 114p. (Ph.D., University of Oregon, 1968) Dissertation Abstracts, 29, No. 10, 3488-A. Order No. 69-6619, microfilm $3.00, xerography $5.60 from University Microfilms.

Reading achievement for 51 educable mentally retarded public school children during a 10-week instructional period was measured to compare the effectiveness of three methods of teaching reading. Treatment A employed instruction using programed material. Treatment B's instructional plans were designed by the investigator and were presented in a conventional teacher-directed approach. The control group was instructed using plans and materials selected by the classroom teacher. Two tests were administered to all students in pre- and post-treatment conditions: the Gates-MacGinitie Word Recognition Test, Primary Level, Forms 1 and 2 and the Gates-MacGinitie Reading Comprehension Test, Primary Level, Forms 1 and 2. It was generally found that both Treatment A and B groups showed mean gain scores on both measures reflecting improvement, while the control group showed slight loss in word recognition and slight gain in comprehension.

7459
Clouse, Bonnidell Barrows. The Effects of Selected Cues in the Acquisition and Retention of Four Meaningful C-V-C Trigrams. 105p. (Ph.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 11, 3867-A. Order No. 69-7685, microfilm $3.00, xerography $5.20 from University Microfilms.

Selected cues and combinations of cues were studied to determine their effectiveness for young children in the learning of four meaningful consonant-vowel-consonant trigrams. Four experimental treatments differing in the particular cues given during familiarization were

applied to four randomly assigned groups of kindergarten children. Retention procedures remained the same for all children. Analyses of variance during the familiarization and retention periods, along with the results from the Scheffé method, were the data-collecting instruments. The conclusions reached were that the number of cues used had less effect on acquisition and retention than did the type of cue used; that the internal spelling pattern cue was effective in facilitating acquisition, but was of little help in the identification of correct words during retention; and that while the external picture cue appeared to be a slight distraction during the acquisition period, it seemed to facilitate retention.

7460
Cohn, Marvin Lester. Field Dependence-Independence and Reading Comprehension. 111p. (Ph.D., New York University, 1968) Dissertation Abstracts, 29, No. 2, 476-77-A. Order No. 68-11,783, microfilm $3.00, xerography $5.60 from University Microfilms.

The relationship of field independence to reading comprehension was investigated. The experiment included 123 sixth graders of both sexes who were attending the public schools of Long Beach, New York. In 4 of 8 reading comprehension aspects, studied by means of the Sangren-Woody Reading Test, the Lorge Thorndike Intelligence Test, and the Embedded Figures Test and by application of multiple regression techniques, a positive correlation with field independence was found. Field independence correlated most significantly with those aspects of comprehension requiring field reorganization to solve a problem. Verbal intelligence correlated most highly with comprehension; sex demonstrated no significant correlation. It was suggested that reading difficulty, instead of being a cause of other academic problems, is an effect of a cognitive style that is ineffective in dealing with the total environment.

7461
Converse, Daniel Jerome. Improving Reading Skills of Disadvantaged Junior High School Students through an Oral Language Program. 116p. (Ph.D., University of Delaware, 1968) Dissertation Abstracts, 29, No. 5, 1471-A. Order No. 68-15,530, microfilm $3.00, xerography $5.80 from University Microfilms.

The relation of oral language deficiency and reading retardation among disadvantaged junior high school students was explored, and an effort was made to determine whether systematic drill on oral language patterns would improve reading achievement. Forty-five subjects, identified as deficient in language usage skills, oral language fluency, and reading were divided into two treatment and one control groups. The treatment centered upon group-shared experiences, including visits to the immediate neighborhood or outside the city, followed by discussions intended to improve oral language skills. The first treatment group

received 30 sessions of intensive oral training, but results from the California Reading Test indicated no significant improvement in reading ability. The second treatment group received 60 sessions of intensive training and made significant improvement in both oral language and reading. However, only nine of the nearly 200 correlations between oral language skills and reading achievement were significant.

7462
Cory, Mark Revere. A Study of Selected Personality and Academic Change in a Group Counseling Setting and a Reading Instruction Situation. 142p. (Ed.D., The University of North Dakota, 1968) Dissertation Abstracts, 29, No. 11, 3826-A. Order No. 69-8554, microfilm $3.00, xerography $6.80 from University Microfilms.

A comparison of selected personality and academic changes was made following a period of group counseling or instruction in the Initial Teaching Alphabet (i/t/a) with seventh-, eighth-, and ninth-grade students identified as having a reading deficiency. Thirty-nine students at least 1 year behind in reading were randomly assigned to group counseling, i/t/a instruction, or control group. The California Test of Personality, Gray Oral Reading Test, and Peabody Picture Vocabulary Test were administered pretreatment and post-treatment, and the Goodenough Draw-a-Person Test was also administered following treatment. Two findings showed significant differences: Group counseling contributed to significant improvement in oral reading, while i/t/a instruction did not significantly improve oral reading; and control group grade point averages were improved significantly more than those of the treatment group. The treatments had no significant effects on personality structure, IQ, or grade point average.

7463
Craig, Jimmie Merle. Relationship between Change in Attitudes of Disadvantaged Pupils toward Reading and the Involvement of Their Parents in a Reading Program. 264p. (Ph.D., United States International University, 1968) Dissertation Abstracts, 29, No. 6, 1777-A. Order No. 68-14,755, microfilm $3.40, xerography $11.95 from University Microfilms.

Changes in attitudes toward reading of a group of 184 disadvantaged junior high school students in the San Diego Unified School District were studied in relationship to parent participation in reading improvement classes and in a series of counseling conferences. The attitude changes were also related to reading achievement growth rate. The Attitude Toward Reading Q-Sort Test and the Nelson Reading Test were administered as pretests and post-tests, the differences in the results between the earlier and later tests being the main source of data for the conclusions of this study. It was found that the group of students whose parents were not involved in the reading program showed a positive change in

attitudes toward reading that was significantly greater than the change shown by the students whose parents were involved. Moreover, students whose parents were involved in counseling conferences tended to change more toward positive attitudes than did those whose parents attended reading improvement class.

7464
Craik, Mary Bernice. Associative Learning and Selective Learning as Stages in the Development of Reading. 162p. (Ph.D., The University of Iowa, 1968) Dissertation Abstracts, 29, No. 11, 3868-A. Order No. 69-8716, microfilm $3.00, xerography $7.60 from University Microfilms.

The usefulness of a learning theory which would divide learning into two types, associative and selective, for beginning reading instruction was investigated. Ninety boys and 114 girls were used as subjects. The independent variables considered were age, IQ, three IQ raw scores, scores on the associative learning task, the selective learning task, and seven reading readiness subtests. Three subtests of the Metropolitan Achievement Test on word knowledge, word discrimination, and reading were the dependent variables. Multiple regression analysis was used to determine the existence of significant relationships. Among the conclusions it was found that a significant relationship for first-grade reading existed for both associative learning and letter naming, while no significant relationship was found for IQ or selective learning. The researcher recommends further investigation concerning the use of mediated responses in associative learning and the determination of the existence of a critical maturation point in the development of associative and selective learning.

7465
Cranney, Adelbert Garr, Jr. A Comparison of a Free-Response and Multiple-Choice Cloze Reading Test. 169p. (Ph.D., University of Minnesota, 1968) Dissertation Abstracts, 29, No. 3, 811-A. Order No. 68-12,251, microfilm $3.00, xerography $7.80 from University Microfilms.

A comparison of the validity and reliability of two types of cloze tests utilized as measures of reading comprehension was made. Reliability and validity in both tests were reexamined after the elimination of ineffective items. The first cloze test was based on six college textbook passages with the deletion of every tenth word. The second test, based on the same material, was multiple choice. By means of item analysis, 165 ineffective items of the 300-item tests were eliminated in both forms, producing a long and short version for each test. Two groups of 100 college sophomores were administered the long and short forms of one of these cloze tests as well as the Cooperative Reading Test (CRT). Based on comparison with the CRT, all of the cloze test forms proved valid measures of reading comprehension. They were also reliable for group

comparisons but were not adequate for individual comparison. The two cloze tests of this study measured different abilities and therefore produced results that were not comparable.

7466
Crawford, Leslie William. The Relationship between Two Varying Primary Reading Programs and Selected Syntactical Variables in Children's Language Development. 208p. (Ed.D., University of California, Berkeley, 1967) Dissertation Abstracts, 29, No. 1, 181-A. Order No. 68-10,264, microfilm $3.00, xerography $9.45 from University Microfilms.

It was hypothesized that a program emphasizing consistency in grapheme-phoneme correspondence and language structure in relation to meaning would help 46 primary children, during their first-to-third-grade period, attain greater control over syntactical items in oral language than would a program emphasizing only grapheme-phoneme correspondence. Background variables of socioeconomic status, mental age, and sex were taken into consideration. The study covered a 2-year period during which the contrasting reading programs were administered. A basal reading program offering controlled and programed regularities of grapheme-phoneme correspondences was used alone for one group, and with an unpublished supplement presenting language structure in relation to meaning for the other group. No significant relationship was found between the reading program and oral language development. However, the ability to comprehend and produce syntactical items showed a significant increase among the children in the program emphasizing correspondence and language structure. Mental age appeared to be a better indicator of ability to comprehend and produce syntactical items than did socioeconomic status and sex.

7467
Custenborder, Catherine Ratermann. An Investigation of the Structure and Mode of Classification Strategies of Retarded and Achieving Readers. 147p. (Ph.D., Ohio University, 1968) Dissertation Abstracts, 29, No. 9, 2998-A. Order No. 69-5090, microfilm $3.00, xerography $7.00 from University Microfilms.

The numbers of superordinate responses were compared for retarded and achieving readers, and the relationships between the modes of classifications and the types of structure used in these responses were examined. Subjects were 30 achieving and 30 retarded intermediate-grade rural children. Two series of nouns, chosen to be progressively more diverse, were administered individually to each child: Banana--Peach, Potato, Meat, Milk, Water, Air, Germs, Stones, and Bell-Horn, Telephone, Radio, Newspaper, Book, Painting, Education, Confusion. The child was presented with the first two words and asked in what way they were alike. The next words were presented individually on separate cards, and the

child responded to differences and likenesses between the new word and the first one. Only like responses were recorded. Responses were classified for both structure and mode. An analysis of covariance indicated that there were no significant differences between the adjusted means of retarded and achieving readers on the criterion measure of superordinate structure of classification both when mental age and chronological age and when intelligence quotient were used as covariates. There was a low correlation between chronological age and the use of the superordinate structure of classification for retarded readers.

7468
Dauzat, Samuel Varner. Structure Word Usage in the Verbal Discourse of Two Groups of Children. 124p. (Ed.D., The University of Mississippi, 1968) Dissertation Abstracts, 29, No. 4, 1035-A. Order No. 68-14,339, microfilm $3.00, xerography $6.00 from University Microfilms.

The possibility of a relationship between the oral reading of structure words and the use of structure words in verbal discourse was investigated. Eighty-five fourth-grade subjects were chosen according to their IQ (90-110); their normal progression from one grade to the next; their satisfactory speech, hearing, and visual scores; their physical fitness; and their membership in the lower-middle class. The subjects were tested in oral reading and split into two groups: those who had profound difficulty in the oral reading of structure words and those who did not. Verbal discourse samples were obtained for each subject, and the difficulty in structuring word usage was noted. It was found that those children who experienced considerable difficulty in the oral reading of structure words had similar difficulties with structure words in their verbal discourse. Difficulty in reading structure words may reflect a general language anomaly.

7469
Davis, Eldred Dennis. Test Performance in Communications Skills of Pupils Attending Schools in Disadvantaged Areas of Knoxville (1965-1967). 110p. (Ed.D., The University of Tennessee, 1968) Dissertation Abstracts, 29 No. 11, 3868-A. Order No. 69-7147, microfilm $3.00, xerography $5.40 from University Microfilms.

The improvement in test performance of disadvantaged, inner-city children located in the Appalachian region of Knoxville, Tennessee was measured during the first 2 years of the Communications Skills Project. One hundred and three randomly selected third graders attending 18 schools in the area were followed through the fourth and fifth grades. The Metropolitan Achievement Tests with subtests in word discrimination, reading, language usage, and spelling were administered during the first year, and the California Achievement Tests with subtests in reading vocabulary, reading comprehension, mechanics of English, and spelling were given in the following period. Since correlation coefficients between

the two tests range from 0.77 to 0.95, a basis for compatibility was assumed with the Metropolitan test scores serving as baseline, pretest data. Forty-eight comparisons were made, and 32 of these resulted significantly different.

7470
Davis, William Quinby. A Study of Test Score Comparability among Five Widely Used Reading Survey Tests. 112p. (Ph.D., Southern Illinois University, 1968) Dissertation Abstracts, 29, No. 12, 4370-A. Order No. 69-6261, microfilm $3.00, xerography $5.60 from University Microfilms.

The purpose of this study was to develop equivalency tables equating reading grade level scores among the following five reading tests: the California Reading Test (Upper Primary and Elementary), the Gates-MacGinitie Reading Tests (Primary C and Survey D), the Metropolitan Achievement Tests (Elementary and Intermediate Reading Tests), the SRA Achievement Series: Reading, and the Stanford Achievement Test (Primary II and Intermediate II Reading Tests). Ten third-grade classes and nine fifth-grade classes comprised the sample population. The tests were administered in a randomized sequence and were scored manually by the investigator and trained personnel. Ogive curves were used to make the equivalency tables. The Gates-MacGinitie tests were adopted as a base of comparison for each table and as a base against which the other four tests were statistically aligned. All five tests were highly correlated at both the third- and fifth-grade levels.

7471
DeBruler, Ralph Miles. An Investigation of Relationships between Subtest Scores on the Wechsler Intelligence Scale for Children and Reading Ability. 119p. (Ed.D., University of Oregon, 1967) Dissertation Abstracts, 29, No. 1, 143-44-A. Order No. 68-9986, microfilm $3.00, xerography $5.80 from University Microfilms.

Children who are retarded readers but of average intelligence were studied in order to determine whether their intellectual abilities differed in any systematic way from children of average IQ and average reading ability. The Wechsler Intelligence Scale for children was given to two groups of 70 seventh-grade children who were matched in IQ, age, sex, school grade, socioeconomic level, and educational background, but who differed in reading ability. It was concluded that Arithmetic and Coding are consistently low and Picture Completion consistently high among reading disability cases. It was also found that girls in both the average and retarded reading groups differed from boys more in Verbal Scale scores and less in Performance Scale scores.

7472
Denomme, Sister M. Yvonne, IHM. Relationship of an Ocularmotor Variable to Reading Achievement and Feelings of Inadequacy. 69p. (Ed.D., Wayne State University, 1967) Dissertation Abstracts, 29, No. 1, 144-A. Order No. 68-9956, microfilm $3.00, xerography $3.80 from University Microfilms.

The relationship of reading achievement to the ocularmotor skills of left-to-right motion and pursuit was investigated. Secondary purposes of the investigation were to determine the degree to which training in these skills would improve the results of the usual remedial reading procedures and to study the possibility of increasing adequacy feelings with the same training procedures. Thirty-six subjects, ranging from 6½ to 9 years of age, were selected on the basis of good health, average or better intelligence, middle-class socioeconomic status, and the presence of both parents in the home. They were paired-matched by age and sex and randomly distributed between the experimental and control groups. Both groups were pretested and post-tested and received regularly planned remedial reading instruction. In addition, the experimental group had 10 minutes of daily practice on the Manoculator, a training device for the above-specified ocularmotor skills. After 6 weeks, it was concluded that a remedial reading program with training in ocularmotor skills produced greater reading improvement than a remedial reading program without such training.

7473
Dowd, Gerald John. Sex and Race Differences in the Effectiveness of Various Composite Predictors of Initial Reading Success and the Relationship of Children's Self-Perceptions to Initial Reading Success. 151p. (Ph.D., St. John's University, 1968) Dissertation Abstracts, 29, No. 9, 2999-A. Order No. 69-4135, microfilm $3.00, xerography $7.20 from University Microfilms.

An effective combination of predictors of initial reading success for different groups of children was sought. Among the variables dealt with were sex, race, and various aspects of readiness, including self-concept. Self-concept was particularly studied as playing an important role in initial reading success. The original experimental population consisted of 366 kindergarten children attending a large suburban school district. The second population consisted of 309 first graders. The Metropolitan Readiness Tests, the New York State Readiness Tests, the U-Scale (a nonverbal instrument), and the Van Alstyne Picture Vocabulary Test were administered at the outset. The results indicated that the most effective combination of predictors varied for the different groups in the study. The New York Readiness Test was the most successful single predictor, with the exception of the Negro group for whom none of the traditional readiness tests proved to be adequate predictors. Self-concept was found to stand in a causal relationship to achievement and not vice versa. The U-Scale, which measured self-concept, appeared to be of functional utility as a predictor of initial reading success.

7474
Dubois, Ronald Louie. A Comparison of Two Approaches for the Improvement of Textbook Comprehension in College Reading Classes. 104p. (Ed.D., University of Southern Mississippi, 1968) Dissertation Abstracts, 29, No. 9, 3036-A. Order No. 69-4692, microfilm $3.00, xerography $5.20 from University Microfilms.

A subject matter materials approach for improving college textbook comprehension was compared to a general reading materials approach. Cloze tests in the areas of science, English literature, and social science were used to measure textbook comprehension by subject. A group of 160 freshmen was randomly selected from an entering college population of 360 who had composite scores of 13 or below on the American College Testing Program battery. The effectiveness of the two instructional procedures was measured by testing for significant differences in mean gains from the pretest and post-test scores. Both procedures were found to be effective. The use of subject matter materials was not essential for improving the textbook comprehension of college students if general reading materials were utilized.

7475
Ducharme, Edward Robert. Close Reading and the Teaching of Poetry in English Education and in Secondary Schools. 220p. (Ed.D., Columbia University, 1968) Dissertation Abstracts, 29, No. 2 495-96-A. Order No. 68-11,129, microfilm $3.00, xerography $9.90 fr University Microfilms.

Teaching close reading techniques in secondary school English classes with particular attention given to methodology, teaching materials, and teacher training was studied. Two hundred liberal arts graduates participating in teacher education programs were asked to write an exercise involving the use of close reading skills in poetry explication. Less than 20 percent demonstrated any real skill in close reading. Eleven methods texts adopted for use in the training of English teachers were examined, and only one was found to make an analysis of the processes of close reading in action. It was therefore recommended that more careful and systematic training in close reading be made a part of teacher training.

7476
Dulin, Kenneth LaMarr. The Role of Contextual Clues in the Acquisition of Specific Reading Vocabulary by Mature Readers. 145p. (Ed.D., University of Washington, 1968. Dissertation Abstracts, 29, No. 7, 2112-A. Order No. 69-1166, microfilm $3.00, xerography $6.80 from University Microfilms.

Relative "prima facie" reader difficulty was studied in a three-pronged analysis based on five general types of contextual devices, four

major grammatical classes, and combinations of these two when word meaning is understood solely through context. No significant differences resulted among the four grammatical classes from the investigation, which used a specially constructed data-gathering instrument on 315 tenth graders. However, each class showed significant differences in some way when combined with one of the five contextual devices. Contrast, language experience, and cause-effect relationships generated noun meanings best. Verb meanings were best transmitted by cause-effect relationships, language experience, and then contrast. Adverb meanings were best carried by language experience and cause-effect relationships. Adjectives were less effectively understood by use of synonyms and/or appositives than by the other devices. Analysis of the data by sex changed the results only slightly.

7477

Dunn, James Webb. A Study of the Techniques of Word Identification. 162p. (Ed.D., Brigham Young University, 1968) Dissertation Abstracts, 29, No. 9, 3037-A. Order No. 69-3514, microfilm $3.00, xerography $7.60 from University Microfilms.

This study analyzed the word identification skills used by fourth-grade students confronted with unfamiliar words. The extent of help derived from context, configuration, initial phonic elements, and final phonic elements was specifically investigated. The relation of intelligence and reading achievement to the ability to use word identification clues was also investigated. One hundred and fifty-five students were selected from a total of 732 because they were unable to recognize a minimum of 20 and a maximum of 60 words based on a sight test of 100 words taken from the Durrell-Sullivan Reading Vocabulary List. Content clues alone enabled students to identify 30.50 percent of the unfamiliar words. This was increased to 41.54 percent with the addition of configuration clues. A further increase of 54.64 percent was obtained with the addition of the initial phonic element, and a percentage of 64.74 was reached with the addition of the final phonic element. Thus, the listening-speaking vocabulary of the child appears to help his reading of unfamiliar words. It was also found that varying intelligence levels did not significantly influence the use of word identification clues, but various levels of reading achievement did.

7478

Eberwein, Lowell Dean. A Comparison of a Flexible Grouping Plan and a Three-Group Achievement Plan in Fourth Grade Reading Instruction. 194p. (Ed.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 7, 2033-A. Order No. 68-17,262, microfilm $3.00, xerography $8.80 from University Microfilms.

The possibility of a significant difference in reading achievement and in reading class attitudes arising from flexible group planning as

compared to results from a three-group achievement plan was studied. One hundred and seventy-eight fourth-grade pupils participated in a crossover experimental design in which participating teachers taught under both organizational plans. It was found that achievement was highest for either plan during the first phase of the study. Furthermore, no significant differences in reading achievement, vocabulary, or comprehension gains were found among the groups at the end of the instructional period. The teachers involved preferred to use features from both plans. However, less teacher time was necessary for the planning and implementation of the three-group organizational approach.

7479
Fincke, William Mann. The Effect of Asking Questions to Develop Purposes for Reading or the Attainment of Higher Levels of Comprehension in a Population of Third Grade Children. 140p. (Ed.D., Temple University, 1968) Dissertation Abstracts, 29, No. 6, 1778-A. Order No. 68-14,131, microfilm $3.00, xerography $6.60 from University Microfilms.

The relationship between asking children questions to develop purposes for reading and their achievement of higher comprehension levels was investigated among 32 third graders from privileged, average, and disadvantaged economic environments. The 14 boys and 18 girls were picked in a 2-4-2 ratio from high, middle, and low reading groups. Two alternative forms of Temple University's Informal Reading Inventory were administered to develop in the children purposes for reading. It was found that higher levels of comprehension were attained for the entire population when questions to develop purposes for reading were used, and the improvement was significant at the .02 level. However, two of the selections read proved more easily comprehended than the others. The subject matter of both was emotionally appealing, and the effect of questions to develop reading purposes was not significant in the achievement of a higher comprehension level. The results based on the impersonal selections revealed significant positive effect on the comprehension level of questions used to develop purposes.

7480
Forness, Steven Robert. Lateral Dominance in Retarded Readers with Signs of Brain Dysfunction. 96p. (Ed.D., University of California, Los Angeles, 1968) Dissertation Abstracts, 29, No. 6, 1779-A. Order No. 68-16,531, microfilm $3.00, xerography $5.00 from University Microfilms.

Lateral dominance of retarded readers having signs of brain dysfunction was studied. It was hypothesized, on the basis of past research, that such readers would show more anomalies in lateral dominance than would unselected retarded readers. Subjects were selected 8½- to 10-year-old students enrolled in a perceptual-motor training program at UCLA. They had normal verbal intelligence but were retarded more than 2 years

in reading and were diagnosed as having signs of brain dysfunction. The Harris Tests of Lateral Dominance were used to compare them to a group of unselected retarded readers. Results did not indicate a significant trend of anomalies in lateral dominance among retarded readers having signs of brain dysfunction. There appeared to be no connection between brain dysfunction and anomalies of dominance.

7481
Fortenberry, Warren Dale. An Investigation of the Effectiveness of the Frostig Program upon the Development of Visual Perception for Word Recognition of Culturally Disadvantaged First Grade Students. 139p. (Ed.D., University of Southern Mississippi, 1968) Dissertation Abstracts, 29, No. 11, 3765-A. Order No. 69-4693, microfilm $3.00, xerography $6.60 from University Microfilms.

The effectiveness of the Frostig Program for the Development of Visual Perception upon the word recognition abilities of culturally deprived first-grade pupils in Albany, Louisiana was investigated. A series of pretests were administered, and any pupil scoring above low-average on the Metropolitan Reading Test or demonstrating audial or visual loss was deleted from the sample. A 12-week training period was employed, after which the subjects were administered the Gates Primary Reading Test, Form I. At the end of 18 weeks, Form II of this test was administered, and at the end of 24 weeks, Form III was administered. It was found that while significant differences in gains were made by the treatment group in the early post-tests when compared to the gains of the control group, by test Form III such advantage had dwindled considerably. Both groups showed significant gains on total reading score and word recognition.

7482
Foster, William R. The Elementary School Principal and His Relationship to Reading Curriculum Change. 205p. (Ed.D., Wayne State University, 1968) Dissertation Abstracts, 29, No. 11, 3797-A. Order No. 69-6067, microfilm $3.00, xerography $9.25 from University Microfilms.

The building principal's ability to make changes in programs, materials, procedures, and organization was studied to determine its effective relationship to 26 variables, including the principal as an individual, the environmental situation, and a reading institute. The subjects were 68 elementary school principals who had applied for an 8-week institute for the study of reading sponsored by the University of Kansas. Only 34 of the principals were accepted for study at the institute. The investigator developed and administered two data-collecting instruments: The Curriculum Change and Modification Questionnaire and the Climate Study Interview Form. Analysis of the results demonstrated that the most significant factor of individual variables for change was the principal's

perception of himself as a change instigator. It was also found that principals who were human-relations oriented made more changes than goal-oriented principals. Furthermore, principals who attended reading institutes made more change in reading programs than those who did not. There seems to be no significant relationship between the ability of the principal to affect change and the size of the district or the socioeconomic background of the community.

7483
Fox, Kathleen. The Relationship between Balancing and Reading Achievement in Children. 138p. (Ph.D., University of Southern California, 1968) Dissertation Abstracts, 29, No. 1, 136-37-A. Order No. 68-10,229, microfilm $3.00, xerography $6.60 from University Microfilms.

According to recent investigations, there appears to be an important relationship between the development of perceptual-motor skills and the ability to read. This study was designed to ascertain whether normal children who perform well in balancing tasks are also good readers. Fifty-seven second and third graders were selected as subjects on the basis of their recorded school data regarding IQ, reading achievement, general good health, and normal visual and audio acuity. Fourteen balance tasks were performed by the children. A strong relationship between balance skill and reading skill was found.

7484
Fullwood, Harry Lee. A Follow-Up Study of Children Selected by the Frostig Developmental Test of Visual Perception in Relation to Their Success or Failure in Reading and Arithmetic at the End of Second Grade. 56p. (Ph.D., The University of Oklahoma, 1968) Dissertation Abstracts, 29, No. 7, 2035-A. Order No. 68-17,586, microfilm $3.00, xerography $3.00 from University Microfilms.

This study was planned as a followup of Ferguson's research, carried out at the University of Oklahoma, which indicated that first-grade children having high visual perception according to results from the Frostig Developmental Test of Visual Perception performed significantly better in reading than did children with low visual perception. Approximately 80 percent of the two groups utilized by Ferguson in 1966-67 were administered achievement tests during the last week of April and the first week of May 1968, toward the end of the subjects' second school year. The children who had scored high on visual perception in the Ferguson study performed significantly better in reading and arithmetic than did those who had made low scores.

7485
Gaetano, Mary Ann Kinneer. Determination of Reading Levels by Pupil Choice, Teacher Judgement, School Practice, Test Score, and Informal Inventory. 392p. (Ph.D., Ohio University, 1968) Dissertation Abstracts, 29, No. 9, 2885-A. Order No. 69-5093, microfilm $5.00, xerography $17.80 from University Microfilms.

The hypothesis that reading proficiency might be accurately reflected in students' self appraisal was investigated. One hundred and fifty pupils attending fifth grade were asked to select from an informal inventory passages which they thought would reflect appropriate basal, instructional and frustration reading levels for themselves. Three forms of the inventory were then administered to accurately determine their three reading levels. The Metropolitan Achievement Test Form Am/Intermediate Reading Test was also administered, and teachers were asked to judge their pupils' instructional levels. A multivariate analysis of the results indicated that pupils overestimated their reading ability and were not valid determiners of reading proficiency. The Metropolitan Word Knowledge subtest proved an excellent predictor.

7486
Gentile, James Ronald. Reasoning, Relationships, and Relatedness of Words: A Study of the Effects of Sociocultural Level and Definitions on the Solution of Analogy Items. 171p. (Ph.D., The Pennsylvania State University, 1967) Dissertation Abstracts, 29, No. 1, 145-46-A. Order No. 68-8691, microfilm $3.00, xerography $8.00 from University Microfilms.

A 3x2x2x10 factorial design was used to study the effect that providing students with definitions had on their solution of analogy items. The importance of socioeconomic levels in this regard was also probed. It was found that the higher the occupational prestige level of the student, the more correct answers he achieved. Independent of the occupational prestige level, providing definitions significantly increased the number of correct solutions. Contrary to the usual hypotheses on solving analogy items, evidence indicated that relationships may not be a primary factor in the solution process.

7487
Gervase, Charles Joseph. An Investigation of the Effectiveness of Three Approaches of Teaching Beginning Reading. 221p. (Ph.D., The University of Connecticut, 1968) Dissertation Abstracts, 29, No. 8, 2604-A. Order No. 69-2125, microfilm $3.00, xerography $10.15 from University Microfilms.

The effectiveness of three approaches to beginning reading instruction was studied. The methods compared were the Initial Teaching Alphabet, a basal reader with initial emphasis on phonetic analysis, and a basal reader with initial emphasis on the learning of sight vocabulary

(whole word). Three groups of kindergarten children were assigned to one of these approaches. Comparable children within and among the groups were identified. All the children were post-tested with the Gates Primary Reading Test, the Spache Diagnostic Reading Scales, and an informal spelling test. The scores were analyzed by means of the Johnson-Neyman Test of Significance. It was found that children taught by the Initial Teaching Alphabet approach and the whole word approach did not differ significantly in reading or spelling achievement. Children taught by the phonics approach made significantly less progess in reading and spelling than those taught by either of the other two methods.

7488
Gibson, G. C. A Study of Phonics Knowledge of Certain Louisiana Elementary School Teachers. 108p. (Ph.D., Louisiana State University and Agricultural and Mechanical College Library, 1968) Dissertation Abstracts, 29, No. 5, 1362-A. Order No. 68-10,736, microfilm $3.00, xerography $5.40 from University Microfilms.

Five hundred elementary school teachers in Louisiana were given the Phonics Test for Teachers developed by Durkin. Results were analyzed to determine general mean scores, specific mean scores for different types of test items, and possible influence from 16 factors such as sex and varying amounts of teaching experience. It was found that teachers' knowledge of phonic principles varied widely. They could apply phonic generalizations better than they were able to state the generalizations. A significant difference was found between those teachers using the "Phonetic Keys to Reading" to supplement their basal reading program and those who were not using this program. Significant differences were also noted among teachers with various years of college preparation, with bachelor's degrees from various institutions, with bachelor's degrees from various college departments, and with bachelor's degrees received during various 5-year intervals, as well as among teachers from various congressional districts.

7489
Gilchrist, Mary Alice. Geographic Mobility and Reading and Arithmetic Achievement. 143p. (Ed.D., University of Colorado, 1968) Dissertation Abstracts, 29, No. 2, 497-A. Order No. 68-12,405, microfilm $3.00, xerography $6.80 from University Microfilms.

The relationship between reading and arithmetic achievement and a child's history of school changes was studied. From two groups of sixth-grade subjects, mobile and nonmobile, data were collected concerning mental ability, achievement, school records, and school changes. Conclusions indicated (1) that the number of times a child changed school as well as other dimensions of mobility did not appear to be related to academic achievement in reading and writing; (2) that mobility did not appear

to affect one sex of a particular level of ability more than the other, nor did it appear to affect one sex more than the other; and (3) that the occupational status and educational attainment of the head of the household appeared to be significantly related to reading and arithmetic achievement.

7490
Goodman, Yetta M. A Psycholinguistic Description of Observed Oral Reading Phenomena in Selected Young Beginning Readers. 387p. (Ed.D., Wayne State University, 1967) Dissertation Abstracts, 29, No. 1, 60-A. Order No. 68-9961, microfilm $4.95, xerography $17.55 from University Microfilms.

An in-depth study of oral reading phenomena was carried out with six beginning readers. The children were audiotaped on a monthly basis for nine sessions. During these sessions, they received no assistance in reading the available material. Their overt reading behavior was recorded and analyzed according to a taxonomy of miscues in terms of (1) levels of cue systems within the language, (2) how the miscue was handled once produced, and (3) types of miscues. Cross-sectional, longitudinal and individual data were analyzed. The following are among the hypotheses which are suggested by the findings: beginning readers make miscues which are normally corrected through the phenomena of regressions; beginning readers have adequate comprehension within a miscue range of five to 14 miscues per hundred words; prior knowledge of syntax and semantics are applied to the reading task; dialect miscues do not affect the beginning reader's comprehension or proficiency.

7491
Gordon, William MacGuire. A Study of Reading Programs in the Three-Year Junior High Schools of the State of Indiana. 130p. (Ed.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 6, 1674-A. Order No. 68-17,265, microfilm $3.00, xerography $6.20 from University Microfilms.

A survey was carried out to determine the extent of formal reading instruction to be found in 3-year junior high schools in the state of Indiana, to analyze the nature of existing comprehensive reading programs in Indiana, and to compare adopted programs with an accepted reading program model. From the 94 questionnaires returned, 11 programs were chosen for further study. Most junior high schools offered remedial rather than comprehensive reading programs, and faculty involvement was generally low. The role and activities of reading specialists rarely followed those suggested by experts in the field. The author concluded that reading instruction should be broadened to include a whole grade level rather than a selected group of students and that it should involve the entire faculty. Reading programs should become an integral part of the regular school program, and thorough evaluations should be made as a means of modifying or updating the programs.

7492
Goudey, Charles Edward. A Comparison of Children's Reading Performance under Directed and Non-Directed Conditions. 91p. (Ph.D., University of Minnesota, 1968) Dissertation Abstracts, 29, No. 10, 3460-A. Order No. 69-6811, microfilm $3.00, xerography $4.80 from University Microfilms.

Fourth-grade students in four elementary schools in the Mounds View Public Schools, Minnesota, were tested with one of two forms of the New Developmental Reading Tests for the Intermediate Grades: Reading for Information and Reading for Appreciation. The control group was given the original form of the tests; the experimental half of each class was given an experimental form of the two subtests in which the questions normally following the test paragraph were placed before the paragraphs as recommended in directed reading. The control group (non-directed readers) scored significantly higher than did the experimental group (directed readers) on the Reading for Information subtest, but there were no differences on Reading for Appreciation. The two subtests of the New Developmental Reading Tests for the Intermediate Grades correlated highly with students' scores on the Iowa Test of Basic Skills in ability to identify students' three reading comprehension levels.

7493
Graber, Sidney Walter. A Study of Inter-Sensory Integration and Related Skills, and Their Relationship to Reading Achievement. 149p. (Ed.D., Wayne State University, 1967) Dissertation Abstracts, 29, No. 4, 1145-A. Order No. 68-9963, microfilm $3.00, xerography $7.00 from University Microfilms.

The original Birch-Belmont study of auditory-visual integration was replicated. Other variables such as temporal-spatial translation, immediate memory span, and directionality were probed to determine the effect of these on certain cognitive and perceptual tasks involved in reading. The subjects ranged in ages from 9-3 to 11-2 years and in reading ability from 2 or more years below grade level to 4 years above grade level. They were divided into groups according to their reading levels. While the experiment was interpreted as substantiating Birch and his associates' findings regarding intersensory integration, the primacy attributed to this particular factor in the earlier study was placed in a questionable position. Other variables seemed to be present in the tasks. Some subjects were considerably handicapped in the equivalent tasks of the study by "directionality" errors. Immediate memory could not be eliminated as a factor from any of the tasks. The data also supported the view that temporal-spatial translation was not significant for performance.

7494
Gray, Gordon Walter. Origin and Development of the College or University Reading Clinic in the U.S. 303p. (Ed.D., The University of Tennessee, 1967) Dissertation Abstracts, 29, No. 1, 61-A. Order No. 68-9801, microfilm $3.90, xerography $13.75 from University Microfilms.

A survey covering the origin and development of college and university reading clinics was made by means of questionnaire. Each clinic was asked for general data such as its date of establishment, departmental attachment, present director, etc., along with questions regarding original objectives, changes in objectives, present primary approach to remediation, etc. The answers were summarized and 12 conclusions were reached, some of which follow: the four earliest reading clinics were attached to psychology departments; a decided trend toward unrestricted enrollment has been established in the past 12 years; there was a sharp increase in the number of clinics established between 1956-1967; the teaching of specific reading skills and the use of commercially prepared systems are the primary approaches adopted for remediation; in order of frequency, the silent reading, oral reading, and intelligence tests are the tests most often administered.

7495
Griffin, Donald Cassatt. Constricted-Flexible Control of Attention in Pupils with and without Reading Disability. 133p. (Ph.D., University of California Los Angeles, 1968) Dissertation Abstracts, 29, No. 11, 3873-A. Orde No. 69-7245, microfilm $3.00, xerography $6.40 from University Microfilms.

The development of constricted-flexible control, the ability to withhold attention from distraction or irrelevant aspects of a stimulus, was investigated in pupils with and without reading disability. Experimental subjects were 42 male pupils in grades 1 through 6, of average or higher intelligence, and of middle or upper-middle socioeconomic level. Two control groups of 42 normal reading pupils each were matched on IQ and chronological age, and IQ and reading level, respectively. The Stroop Test and the Fruit Distraction Test were administered individually to measure constricted-flexible control. It was found that disabled readers were more constricted than normal readers of similar chronological age, and this difference increased with age. Both normal and disabled readers tended, in general, to be more flexible at older age levels. When reading levels were matched, disabled readers were similar to younger normal readers on all measures of constricted-flexible control. However, while no interactions were significant, separate analysis of disabled and normal readers suggested that there were different developmental patterns depending on the nature and difficulty of the task. When speed and error scores were analyzed, normal readers were consistently faster on all responses, and older pupils of both groups were consistently faster than younger pupils.

7496
Griffin, Kenneth Neil. The Effect of a Summer Program of Orientation, Effective Study, and Reading on Persistence and Grade Point Average of First Year Junior College Students. 81p. (Ed.D., Oregon State University,

1968) Dissertation Abstracts, 29, No. 4, 1105-A. Order No. 68-14,479, microfilm $3.00, xerography $4.40 from University Microfilms.

A summer program of orientation, study skills, and reading was investigated with regard to possible favorable effects on the persistence and grade point average of first-year junior college students. Enrollment in the program was on a voluntary basis. A control group consisting of students who participated in no precollege program and a control group consisting of students who participated in summer session but not in the special program were established for comparative purposes. It was found that the special summer program did not significantly affect the grade point averages of participants. Moreover, while the program appeared to be of value in assisting students to establish a program of studies for the fall semester, participation in regular summer session seemed to serve this purpose equally well.

7497
Groff, Catherine Ann. An Investigation of the Relationship between Neurological Dysfunction and Reading Achievement. 113p. (Ed.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 7, 2035-A. Order No. 68-17,266, microfilm $3.00, xerography $5.60 from University Microfilms.

A possible relationship between manifest neurological dysfunctioning and reading achievement was investigated. It was hypothesized that abnormal reading rates correlate positively with neurological dysfunctioning, that socioeconomic level might mask a significant relationship of reading achievement and dysfunctioning, and that sex might mask a significant relationship between reading achievement and dysfunctioning. Three hundred third-grade pupils were selected from the low, middle, and high socioeconomic levels. All the subjects were administered a test for foot position while creeping, a Schilder Arm Extension Test, a dominance test, an intelligence test, and a reading test. Sixty of the children tested were found to be a year below reading level while having an IQ score of 80 or more. Of these, four from each of the socioeconomic levels were randomly selected for examination by the neuropsychiatrist and the nurse. The causes of reading retardation hypothesized by the investigator were not borne out by the experimental results. However, a higher incidence of neurological dysfunctioning was encountered in the low socioeconomic level.

7498
Guernsey, James Lowerre. A Proposal for Teaching Reading in the East Islip Junior High School. 166p. (Ed.D., Columbia University, 1968) Dissertation Abstracts, 29, No. 10, 3523-A. Order No. 69-6031, microfilm $3.00, xerography $7.80 from University Microfilms.

A method to improve junior high school reading programs was suggested. Reading skills are now taught either by the regular classroom

(subject area) teacher or in separately scheduled reading classes. Although only James B. Conant offers any support for the latter approach, it seems to be the predominant one in junior high schools. A synthetic approach, as opposed to a mutually exclusive concept, would seem to be indicated. The advantages of the two approaches could be capitalized upon while the limitations could be minimized. The proposed program would call upon reading specialists to teach developmental and remedial reading classes as well as to provide aid for the subject matter teachers in their efforts to teach reading skills.

7499
Guilfoyle, George Rupert. An Investigation of the Process of Speech Reading in Deaf Adolescents. 107p. (Ph.D., New York University, 1968) Dissertation Abstracts, 29, No. 2, 405-A. Order No. 68-11,792, microfilm $3.00, xerography $5.40 from University Microfilms.

A model of speech reading was conceived with 3 major subsystems: a receiver, a decoder, and an interpreter. These were further subdivided and translated into analogous cognitive processes, including the areas of concentration, filtering, short-term memory, synthesizing, monitoring, and language competence. These processes, along with speech reading skill, were measured with a sample of 62 deaf adolescents. A multiple correlation was computed, and it was possible to account for 72 percent of speech reading variance. Language competence and synthetic problem solving appeared to be the most important processes involved in speech reading, the former being more important than the latter.

7500
Hafner, Margaret Smith. Motor Control and First Grade Reading Difficulties. 159p. (Ph.D., Syracuse University, 1968) Dissertation Abstracts, 29, No. 11, 3913-A. Order No. 69-7743, microfilm $3.00, xerography $7.40 from University Microfilms.

A group test of motor control, which would be suitable to beginning first-grade children, was developed. The use of pencil, crayon, and scissors in activities resembling requirements for first-grade writing, coloring, and cutting were central to the test design. The Hafner Evaluation Motor Control Abilities test was administered to 98 first graders, and comparisons with the Lincoln-Oseretsky Motor Development Scale, the California Achievement Tests, and the New York State Reading Readiness test were made. Of the measures used, only reading readiness correlated higher with reading achievement than did the Hafner Motor Control tests, but such correlations were not sufficiently powerful to recommend use of the motor control test.

7501
Hake, James Milton. Reading Apperception Test--For Measuring Covert Motivations Related to Reading. 151p. (Ed.D., The University of Nebraska Teachers College, 1968) Dissertation Abstracts, 29, No. 2, 481-A. Order No. 68-11,581, microfilm $3.00, xerography $7.20 from University Microfilms.

In order to determine the relationship of covert psychodynamic factors to reading, the following personality factors were compared between a group of below-average readers and a group of above-average readers: anxiety; attitudes towards parents and home; attitudes towards reading, school, and teacher; defense mechanisms; self-concept; and aggression. Two instruments were devised: the Reading Apperception Test, consisting of 10 ambiguously drawn pictures and a criteria for rating fantasy themes developed by the children on the basis of the pictures and the Pupil Behavior by Teacher Rating Scale, consisting of 30 behaviors to be rated by each pupil's teacher. The tests were administered to sixth graders, and significant differences favoring the above-average readers were found in general adjustment; attitudes towards parent and home; attitudes toward reading, teacher, and school; defense mechanisms; self-concept; and aggression. The overt behaviors, as measured by the Pupil Behavior by Teacher Rating Scale, demonstrated no significant relationship with the results of the Reading Apperception Test.

7502
Hamner, Tommie Jean Henderson. The Relative Effectiveness of Tangible and Social Reinforcement during Individualized Instruction of Beginning Reading. 164p. (Ph.D., University of Alabama, 1968) Dissertation Abstracts, 29, No. 10, 3461-A. Order No. 69-6544, microfilm $3.00, xerography $7.60 from University Microfilms.

The relative effectiveness of tangible and social reinforcement on individualized instruction for beginning readers was studied. Three treatments were utilized--tangible reinforcement, i.e. a piece of candy; social reinforcement, i.e. "that's fine, etc."; and no deliberate reinforcement. The subjects, 14 culturally deprived Negroes, were randomly divided into the treatment groups which were then subdivided into high- and low-ability groups. The high-ability groups performed significantly better on vocabulary and on general responses when receiving tangible reinforcement. Social reinforcement also produced a significantly greater number of correct responses though to a lesser degree than tangible reinforcement. Similar results were obtained for the low-ability groups.

7503
Harris, Jackie Ray. An Analysis of a Teacher-Conducted Composite Approach to Determining Reading Readiness. 143p. (Ed.D., University of Houston, 1968) Dissertation Abstracts, 29, No. 8, 2564-A. Order No. 69-2021, microfilm $3.00, xerography $6.80 from University Microfilms.

The idea that a composite of predictor variables, based on research and administered by public school personnel, could offer an efficient way of predicting reading readiness was investigated. In late August, 221 first graders were administered a special screening instrument which utilized 23 predictor variables grouped under five categories: (1) overriding readiness influences, (2) language-intelligence factors, (3) motor factors, (4) factors of neurological organization, and (5) motor-perceptual factors. In April, the reading comprehension subtest of the SRA Achievement Series, Form D, was administered to the sample. One hundred and eleven pupils were then randomly picked to obtain data for an intercorrelation matrix utilizing the above-noted categories. April results indicated the following individual prediction accuracy for the four composites used in this intercorrelation matrix: (1) all categories of readiness, 55 percent, (2) ready, 77 percent, (3) immature, unable to predict, and (4) impaired, 71 percent.

7504
Hartley, Ruth Norene. An Investigation of List Types and Cues to Facilitate Initial Reading Vocabulary Acquisition. 173p. (Ed.D., Stanford University. 1968) Dissertation Abstracts, 29, No. 7, 2148-A. Order No. 69-317, microfilm $3.00, xerography $8.00 from University Microfilms.

Two list types (minimal and maximal contrast) combined with three sources of cue (the word itself, a picture cue, and a context cue) were studied in an effort to determine the effectiveness of each combination for initial reading vocabulary acquisition. A stratified random assignment procedure based on sex, school, ability grouping, and class membership was used to assign the 127 first-grade subjects to one of six treatment groups. Each word in the lists was presented with the treatment stimulus, and no feedback from the post-treatment tests was given. The high- and low-ability groups performed accordingly, and the differences in performance appeared related to general performance rather than to one list type and cue combination. The subjects receiving maximal contrast lists did better than those receiving minimal contrast lists. High-ability girls scored higher with minimal contrast lists; high-ability boys scored higher with maximal contrast lists. However, the results of the experiment seemed to indicate that no one list type and cue combination was better than another and that other factors such as sex may have to be taken into consideration.

7505
Hartung, Joseph Edward. Visual Perceptual Skills, Reading Ability and the Young Deaf Child. 82p. (Ph.D., Washington University, 1968) Dissertation Abstracts, 29, No. 12, 4184-A. Order No. 69-8998, microfilm $3.00, xerography $4.40 from University Microfilms.

The reading deficiency of deaf children was investigated to ascertain whether either knowledge of code or normal visual perception skills

could be the underlying cause. To study these, a tachistoscopic-type presentation of verbal and nonverbal, pronounceable and unpronounceable English trigrams and Greek trigrams was made. A group of 30 children with normal hearing acted as control for the group of 30 orally trained deaf children. The age range in both groups was from 7 years 5 months to 9 years. There was no difference in the scores of either group with regard to the correct identification of the Greek trigrams, which indicates similar perceptional ability in both deaf children and children with normal hearing. However, the children with normal hearing scored considerably higher in reproducing English trigrams than did the deaf children, which indicates that children with normal hearing do better when the recall of alphabetic material or code is required.

7506
Hasselriis, Peter. Effects on Reading Skill and Social Studies Achievement from Three Modes of Presentation: Simultaneous Reading-Listening, Listening, and Reading. 119p. (Ph.D., Syracuse University, 1968) Dissertation Abstracts, 29, No. 12, 4376-A. Order No. 69-8630, microfilm $3.00, xerography $5.80 from University Microfilms.

The effectiveness of simultaneous reading-listening, listening, or reading for social studies learning by eighth-grade students of varying reading abilities was investigated. Seventy-seven subjects used Abramowitz's "Study Lessons in Our Nation's History" for 30 days. The pupils in each class formed study groups of similar size and comparable reading ability. One group would simultaneously read and listen to a tape of the day's lesson. Another would only listen to the tape, and the third would only read the lesson. Data derived from pretests and post-tests were analyzed by analysis of variance and by calculating the t statistic. None of the methods caused significant differences in social studies achievement, oral reading skill, silent reading vocabulary, silent reading comprehension, or listening ability. It was, however, found that students who listened or simultaneously listened and read tended to improve in oral reading.

7507
Henriksen, Emmaline Beard. An Analysis of Teacher Knowledge of Word Recognition Skills. 157p. (Ed.D., University of Georgia, 1968) Dissertation Abstracts, 29, No. 12, 4184-A. Order No. 69-9492, microfilm $3.00, xerography $7.40 from University Microfilms.

The teachers' knowledge of word recognition skills in the state of Georgia was studied. A test constructed for this purpose measured knowledge of terminology, root words, context clues, added endings, compound words, syllabication and accent, phonic principles, and dictionary use. One hundred and seventy-nine female teachers were administered this test. Among the results obtained from the analysis of data were (1) white teachers

were significantly more knowledgeable in word recognition skills than were Negro teachers; (2) the mean scores of graduates from liberal arts colleges were significantly higher than those graduating from teachers colleges; and (3) those possessing master's degrees scored significantly higher than those holding only bachelor's degrees.

7509
Hepburn, Andrew Watson. The Performance of Normal Children of Differing Reading Ability on the Illinois Test of Psycholinguistic Abilities. 81p. (Ph.D., University of Minnesota, 1968) Dissertation Abstracts, 29, No. 7, 2116-A. Order No. 68-17,685, microfilm $3.00, xerography $4.40 from University Microfilms.

The language skills of good readers were compared with those of poor readers. The Illinois Test of Psycholinguistic Abilities (ITPA), the Wechsler Intelligence Scale for Children (WISC), and the Gates Advanced Primary Reading Tests (Gates) were administered to 100 third-grade boys and girls. The subjects, all having normal intellectual and physical abilities, were assigned to a high or low reading group on the basis of the Gates scores. An analysis of the language skills of the subjects in each group was then carried out by means of a covariance design that controlled for the effects of mental age. The major difference noted was that the low reading group scored poorly on the Auditory-vocal Automatic, Auditory-vocal Association, and Visual-motor Association subtests of the ITPA. However, the groups did not differ significantly with regard to the total language scores. The results of this investigation and of several others would appear to indicate that Visual-motor Association, Auditory-vocal Association, and Auditory-vocal Automatic subtests may be more closely related to skill in reading than are the other language abilities measured by ITPA.

7508
Hershberger, Hazel Kuhns. A Core Library for Individualized Reading in the Elementary School: Based upon Pupil Interest Choices Identified by Teachers Recommended by a Survey of Selected Experts. 157p. (Ed.D., The George Washington University, 1968) Dissertation Abstracts, 29, No. 10, 3525-A. Order No. 69-5206, microfilm $3.00, xerography $7.40 from University Microfilms.

Various aspects of student-selected reading materials were investigated, and a recommended core library to serve individualized reading programs at the elementary level was developed. From a survey of the studies in which a comparison was made between the results of the methods of individualized reading and ability grouping, the authors of the 10 most significant studies were selected and contacted. They were asked to provide lists of competent teachers in individualized reading techniques. Sixty-five teachers from various parts of the country made

recommendations for books. These selections were based upon pupil interest and self-selection as indicated by the teachers. There appeared to be a marked consistency in the demonstrated interests of students of various grade levels. The resulting lists are presented, by grades, in the dissertation.

7510
Hicks, Robert Murray. An Investigation of the Trainability of Perceptual Span. 82p. (Ph.D., University of Oregon, 1968) Dissertation Abstracts, 29, No. 7, 2117-A. Order No. 69-23, microfilm $3.00, xerography $4.40 from University Microfilms.

The feasibility of training perceptual span was investigated. Forty-four randomly selected undergraduate students were equally divided into two groups, the first of which practiced reading meaningful word-phrases for 20 minutes daily for 20 days. The second group underwent no treatment and served as control. Pretests and post-tests were administered to both groups. The data derived from these indicated that after the training period there was a significant increase in perceptual span for both the experimental and control subjects on the meaningless phrases and number series included in the tests. The greatest gain in perceptual span of meaningless words was obtained by the experimental group, and it was concluded that perceptual span training with meaningful phrases had a significant effect on increasing the perceptual span for meaningless phrases.

7511
Hill, Swinton Arnett. A Comparative Study: Two Methods of Teaching Reading--Conventional and Programmed. 75p. (Ed.D., Mississippi State University, 1968) Dissertation Abstracts, 29, No. 6, 1677-A. Order No. 68-16,890, microfilm $3.00, xerography $4.00 from University Microfilms.

The conventional Scott, Foresman materials were compared with Sullivan's Programmed Reading Series materials to determine whether first graders' mean achievement scores on the Gates Primary Reading Test would differ significantly between pupils having studied with one and pupils having studied with the other. The subjects were equated on mental age, achievement, and sex and could all be considered culturally deprived. Two groups were formed, and 90-minute reading instruction periods were conducted for 140 school days. One group was taught conventionally; the other was taught with programed materials. The group using programed materials scored significantly higher on the Gates test than the group using conventional materials, with the exception of paragraph reading where no significant difference was found.

7512
Hogenson, Dennis Larry. An Investigation of the Relationships among Aggressive Behavior, Reading, and Dogmatism in Delinquent Boys. 189p. (Ed.D., Michigan State University, 1968) Dissertation Abstracts, 29, No. 7, 2118-A. Order No. 68-17,094, microfilm $3.00, xerography $8.60 from University Microfilms.

Correlational relationships among aggressive behavior, reading, Rokeache's construct dogmatism, school attitudes, and intelligence in juvenile delinquents were sought by the investigator. Two groups of 48 subjects each from a Michigan and a Minnesota boys' training school were administered the Wechsler Intelligence Scales, the reading section of the intermediate level Stanford Achievement Test, the Dogmatism Scale, and the Minnesota Student Attitude Inventory. Measures of aggressive behavior based on data from court reports, training school staff reports, and self reports were utilized. Among the findings, reading correlated significantly with both aggression and IQ in the two groups, and a further significant correlation with school attitudes was found in one of the groups. Dogmatism did not correlate with any of the three measures of aggression, and, for one group, it did not correlate significantly with school attitudes or intelligence.

7513
Hoisington, Arthur Louis. An Experimental Investigation of a Linguistic Approach to Vocabulary Development Which Emphasizes Structural Analysis: Prefixes, Suffixes and Root Words. 142p. (Ed.D., Washington State University, 1968) Dissertation Abstracts, 29, No. 9, 3041-A. Order No. 69-3747, microfilm $3.00, xerography $6.80 from University Microfilms.

The effectiveness of direct, systematic vocabulary instruction emphasizing prefixes, suffixes, and root words was investigated. Two groups of sixth-grade pupils composed the experimental subjects involved in a planned sequence of 30-minute lessons developed by the experimenter and taught over a period of 8 weeks. The Solomon Four Group Design was used. Data resulting from preexperiment probes, primarily of intelligence, along with the results from pretests and post-tests were analyzed. The experimental groups exposed to the instruction received significantly higher scores in reading comprehension than did the control groups. Although significant improvement in spelling and vocabulary achievement was not found, the intensive, directed vocabulary instruction with emphasis on the morphological structure of words appeared to have beneficial results in reading comprehension.

7514
Holmquist, John Bruce. A Determination of Whether the Dale-Chall Readability Formula May Be Revised to Evaluate More Validly the Readability of High School Science Materials. 142p. (Ed.D., Colorado State College,

1968) Dissertation Abstracts, 29, No. 2, 407-A. Order No. 68-11,892, microfilm $3.00, xerography $6.80 from University Microfilms.

The Dale-Chall formula was revised so that the readability of high school science materials could be evaluated by means of the formula. A supplementary word list of scientific terms was compiled and tested with techniques similar to those originally used by Dale, and the readability formula was recalculated using multiple regression techniques similar to the Dale-Chall ones. The recalculated formula was further modernized by means of the McCall-Crabbs reading tests. The results were applied to high school science materials, and the outcomes were compared to those derived from the application of earlier versions of the formula. The formula coefficients obtained a statistical validity similar to those of the original formula, and it was concluded that the final recalculated formula should produce better estimates of present-day readability than the original.

7515
Howard, Donald Elmer. A Study of Two Beginning Reading Programs with Disadvantaged First Grade Students. 109p. (Ed.D., Duke University, 1967) Dissertation Abstracts, 29, No. 2, 408-A. Order No. 68-11,207, microfilm $3.00, xerography $5.40 from University Microfilms.

An experimental comparison of the Rudisill Beginning Reading Program and the i/t/a Beginning Reading Program was carried out with the hypotheses that both programs would effect measured intelligence and reading achievement to the same degree. Three first-grade classes in each of two Negro schools in Raleigh, North Carolina, were used. All six teachers employed had at least 5 years of basal-reader experience and possessed a bachelor's degree. The pupils of each school were assigned to classes on the basis of alphabetical listings, and an equal time limit of 50 minutes per daily reading lesson was imposed upon the teachers. Pretests and post-tests taken from the Metropolitan Achievement Test were administered. No statistically significant variations in measured intelligence were found in the results of the two programs. However, statistically significant differences favoring the Rudisill Beginning Reading Program were found in word discrimination and in overall reading achievement data.

7516
Howden, Mary Evalyn. A Nineteen-Year Follow-Up Study of Good, Average, and Poor Readers in the Fifth and Sixth Grades. 211p. (Ph.D., University of Oregon, 1967) Dissertation Abstracts, 29, No. 1, 63-A. Order No. 68-9998, microfilm $3.00, xerography $9.70 from University Microfilms.

Fifty-seven persons who had been tested on reading achievement and academic aptitude in 1948 were located and retested with the Gates Reading

Survey. Each subject was also personally interviewed in order to obtain information regarding the amount of reading required occupationally, recreational reading habits, community participation, and general educational and occupational history. The group included nine good readers, 22 average readers, 22 poor readers, and four deviant readers. The nine good readers all ranked high on the retest. Those who had been average remained so tending to overlap the bordering scores of both poor and good readers. The 22 poor readers had three different outcomes: six achieved scores similar to those of the other adult, average readers; 11 remained poor readers; and five, all of below-average IQ, were illiterate adults with grade scores ranging from 2.4 to 3.6. A strong though not perfect correlation was found between the amount of reading done and current reading skill. Good readers in childhood generally liked to read as adults, while poor readers in childhood disliked reading.

7517
Hyatt, Grace Louise Stevens. Some Psycholinguistic Characteristics of First Graders Who Have Reading Problems at the End of Second Grade. 104p. (Ed.D., University of Oregon, 1968) Dissertation Abstracts, 27, No. 7, 2118-A. Order No. 69-26, microfilm $3.00, xerography $5.20 from University Microfilms.

A 2-year longitudinal study was carried out to determine whether psycholinguistic patterns as described by Kass (1962) were present in poor readers before entrance into first grade or were acquired as a result of differing adaptations to school experience. The Detroit Beginning First Grade Intelligence Test was administered to first graders in their first week of school. Those scoring less than C were administered the Binet Form LM. Group X was composed of those scoring less than C on the Detroit but 85 or better on the Binet. Group Y was composed of children who scored at least 85 on the Binet but who had been referred as immature 3 weeks after the start of school by their teacher. Most of Kass's tests were administered to the two groups. No other treatment was given to the subjects for 2 years. At the end of that period, Kass's tests were again administered. It was found that the subjects had not changed between the time of entry into first grade and the end of second grade. Group X showed significantly lower scores than did Kass's group on Auditory-Decoding, Vocal-Encoding, and Auditory-Vocal Sequential in first grade, but there was no significnat difference at the end of second grade.

7518
Ivarie, Theodore William, Jr. An Experiment to Determine the Effectiveness of Teaching Grammar, Punctuation, and Capitalization by Programmed Instruction to Collegiate Business Communications Students. 143p. (Ed.D., Arizona State University, 1968) Dissertation Abstracts, 29, No. 2, 512-13-A. Order No. 68-11,851, microfilm $3.00, xerography $6.80 from University Microfilms.

Students of collegiate business communications were taught the basic elements of English grammar, punctuation, and capitalization. The purpose of the study was to determine whether a difference in learning achievement would result among three treatments (lecture-discussion teaching, overt response programed instructional unit, and covert response programed instructional unit) and between two ability levels. Analysis of variance was used to analyze data collected from the split-plot-in-time design. One series of data resulted from the California Language Test; another series of data was derived from the alternate use of the Criterion Test for collecting pretest, post-test, and delayed retention scores. No significant difference was found in the teaching methods. Low ability students learned significantly more than high ability students regardless of treatment. Recommendations for future research and use are included.

7519
Ivey, Lillian Patience. Influence of Indian Language Background on Reading and Speech Development. 96p. (Ed.D., The University of Oklahoma, 1968) Dissertation Abstracts, 29, No. 8, 2438-A. Order No. 69-1985, microfilm $3.00, xerography $5.00 from University Microfilms.

The educational difficulties of Indian children with non-English language environments were investigated. One hundred and eighty-five Indian children were administered the Templin-Darley Tests of Articulation, the Peabody Picture Vocabulary Test, the Stanford-Binet Intelligence Scale (subtest Vocabulary), the Gilmore Oral Reading Test, and the California Achievement Test (subtest Reading). The results were analyzed by groups formed on the basis of tribal affiliation. Subjects in Group I were Cherokee; in Group II, Choctaw, Creek, or Seminole; and in Group III, combinations of tribes. Significant correlations were found among speech competency, vocabulary, and reading ability for Groups I and III. This was not true for Group II; although, the relationship between vocabulary and reading was found to be significantly high. The investigator felt the presented evidence indicated that where deficiencies existed in vocabulary and reading, the major contributing factor was defective speech.

7520
Jacobs, Hugh Donald. A Replicative Investigation of the Buckingham-Dolch Free-Association Word Study. 202p. (Ed.D., University of Oregon, 1967) Dissertation Abstracts, 29, No. 1, 64-A. Order No. 68-10,030, microfilm $3.00, xerography $9.25 from University Microfilms.

The reliability of the 1926 Buckingham-Dolch Free-Association Study was examined in order to check its present validity as a reflection of children's vocabulary knowledge. Students in grades 2 through 6 in six Oregon school districts were asked to list all the words that came to mind for a period of 15 minutes. These words, which totalled 8,506, were changed to their root forms and placed according to grades by means

of a frequency criteria requiring at least three appearances at a given level. A comparison of the 1966 list was made with the 1926 one, and the words that appeared in only one of the two or that had changed grade placement were tabulated and converted to percentages. The percent of words occurring only in the 1966 list was significant at the .01 level, as were both the upward and downward movements of grade placement from 1926 to 1966. It was concluded that the 1926 Free-Association list was no longer representative of children's vocabularies.

7521
Jones, Harry J. An Investigation of the Relationship between Reading Achievement Scores, the Child's Style of Categorization, Achievement Responsibility and Parental Attitude. 163p. (Ed.D., Wayne State University, 1968) Dissertation Abstracts, 29, No. 10, 3327-A. Order No. 69-6071, microfilm $3.00, xerography $7.60 from University Microfilms.

The possibility of predicting reading achievement scores from Intellectual Achievement Responsiblity Scores, Style of Categorization Scores, and Parental Attitudes was studied. A random selection of 101 fourth- and sixth-grade students of the Birmingham Public Schools and the Port Huron Area Schools served as subjects. The T.S.A.R. Program was utilized to process the data according to the Wherry-Doolittle method of test selection. It was found that no single variable other than intelligence was predictive of reading achievement at the grade levels under investigation. An inverse relation between parent attitude and reading achievement, which had not been expected on the basis of previous research, was found.

7522
Keetz, Mary Anne. An Experimental Investigation of the Effectiveness of a College Reading and Study Skills Course for Freshmen Students Enrolled in Scientific Courses of Study. 201p. (Ph.D., University of Pennsylvania, 1968) Dissertation Abstracts, 29, No. 7, 2121-A. Order No. 69-127, microfilm $3.00, xerography $9.25 from University Microfilms.

The effect of a required reading and study skills course on the performance of college freshmen in certain reading and study abilities and in their academic achievement was studied. Fifty-three freshmen enrolled at the Philadelphia College of Pharmacy and Science during the 1966-67 second semester were selected on the basis of their low (below 67.00), first-semester grade averages. One-half of them received no treatment and served as the control group. Pretests and post-tests, including the Davis Reading Test and the Informal Reading and Study Test constructed by the investigator, were administered. Three conclusions were reached from the analysis of data: college reading instruction does not necessarily lead to improved reading performance and higher academic achievement; reading instruction needs further scrutinizing in the science curricula area; and valid measures of reading skills are needed.

7523
Kidson, Beulah Marcille. An Experimental Study of the Effect of Multiple Modalities on Initial Word Perception and Recall. 146p. (Ed.D., University of Colorado, 1968) Dissertation Abstracts, 29, No. 11, 3915-A. Order No. 69-4313, microfilm $3.00, xerography $7.00 from University Microfilms.

The effectiveness of three sensory cues and their combinations in the introduction of sight words to 80 second-semester kindergarten pupils was investigated. The cues of action, picture, and context were used on 15-minute lessons. Tests of immediate and delayed recall measured the effectiveness of instruction. No one cue or combination of cues was found more effective for immediate recall. Neither sex nor time of day changed these results. With regard to delayed recall, the factor of context resulted significant at the .05 level.

7524
King, Mary Langston. A Comparison of First Year Reading Achievement Using Two Different Reading Programs: One Based on the Initial Teaching Alphabet and the Other Based on Traditional Orthography. 153p. (Ed.D., Columbia University, 1968) Dissertation Abstracts, 29, No. 10, 3527-A. Order No. 69-6378, microfilm $3.00, xerography $7.20 from University Microfilms.

Experimental and control first-grade groups were selected in a high socioeconomic background school (School A) and in a low socioeconomic background school (School B) to compare the effectiveness of reading instruction using the Early-to-Read i/t/a Series and the Scott-Foresman Basic Series in traditional orthography. Groups were matched for intelligence, reading readiness, age, sex, and family background. Three levels of mental ability were determined for each class. After 9 months of instruction, the Stanford Achievement Test, Primary One Battery, was administered in the alphabet in which the students were reading. Children in the i/t/a groups performed higher on total reading in the School A high-ability level and in the School B low-ability level. No other significant differences were found in total reading scores. When specific reading abilities were measured, i/t/a School A high-ability students and i/t/a School B low-ability students again performed higher. It was concluded that an i/t/a program is more effective than a t.o. program with bright and slow-learning first graders but makes no significant difference in the reading achievement of average-ability children.

7525
Kirchhoff, Leo Henry. A Study Utilizing the Cloze Test Procedure to Determine Reading Levels of First Grade Children Who Have Been Taught Beginning Reading by Four Different Approaches. 213p. (Ed.D., University

of Kansas, 1968) Dissertation Abstracts, 29, No. 10, 3329-A. Order No. 68-17,408, microfilm $3.00, xerography $9.70 from University Microfilms.

A significant relationship between scores on a cloze test and scores of an Informal Reading Inventory was sought. One hundred and twenty first-grade children, who had been taught reading by four different approaches (Initial Teaching Alphabet, Sullivan Programmed Reading, linguistics, and basal), were administered a cloze test, an Informal Reading Inventory, a silent reading test, and an intelligence test. It was found that the reading levels derived by use of the cloze test correlated at a .05 level of significance with the Informal Reading Inventory results, and it was concluded that the cloze test might be of aid to first-grade teachers in determining appropriate readings. It was also concluded that there was no significant difference in reading achievement traceable to the four different approaches.

7526
Klein, Howard A. Interest and Comprehension in Sex-Typed Materials. 183p. (Ph.D., Syracuse University, 1968) Dissertation Abstracts, 29, No. 11, 3875-A. Order No. 69-8632, microfilm $3.00, xerography $8.40 from University Microfilms.

The effect of story differences derived from the occupation and sex of the main character upon the interest and comprehension of fifth-grade children was studied. Six basic stories were prepared. Two dealt with ballet dancers and were expected to be liked by girls; two dealt with pilots and were expected to be liked by boys; and two dealt with social workers and were expected to be liked equally by both sexes. Two versions of each story were developed which differed only in the sex of the main character. Thirteen fifth-grade classes, located in Saskatoon, Canada, were randomly selected. The 312 boys and girls were divided into four equal groups, two of each sex. Each group read the six basic stories, three in the male version and three in the female version, in varying combinations. The results indicated that sex-appropriate occupations were rated higher in interest by each sex, that changing the sex of the main character did not affect comprehension, and that low ability boys and girls scored significantly better on cloze scores dealing with materials of preferred sex-typed content.

7527
Klosterman, Sister Rita Eleanor. The Effectiveness of a Diagnostically Structured Reading Program for Fourth Grade Pupils Using Students Majoring in Elementary Education as Tutors. 121p. (Ed.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 10, 3527-28-A. Order No. 69-6746, microfilm $3.00, xerography $6.00 from University Microfilms.

Reading achievement for 90 fourth-grade disadvantaged pupils who were tutored over a 6-month period as part of their regular classroom

program was compared with a control group from the same three schools who received the regular classroom instruction only. Pupils in seven classrooms were randomly assigned to be tutored either individually, in a small group, or in regular classroom instruction. The tutors, who were students majoring in elementary education, used materials which were different from the regular classroom program in providing a diagnostically structured program determined by individual student needs. The pupils tutored individually made significantly greater gains in vocabulary, comprehension, and total reading than the control group subjects but not significantly greater than the pupils tutored in small groups. The pupils tutored in small groups made significantly greater gains in comprehension and total reading achievement than the control group subjects, but they did not make significantly greater gains in vocabulary. The experimental group produced greater gains during the first semester than during the second semester, while the school control group more than doubled its gains of the first semester during the second semester.

7528
Kluever, Raymond Clarence. A Study of Guilford's Memory Factors in Normal and Reading Disabilities Children. 146p. (Ph.D., Northwestern University, 1968) Dissertation Abstracts, 29, No. 11, 3875-A. Order No. 69-6952, microfilm $3.00, xerography $7.00 from University Microfilms.

The mnemonic abilities of normal and disabled readers were compared on the basis of Guilford's 24-factor memory model. Measuring instruments for 14 of these factors have been developed. Since the sample consisted of 60 fourth-grade boys, the measuring instruments were adapted to that particular age group. Testing data were subjected to statistical analyses producing means, standard deviations, correlations, F-ratios, and t-scores. The findings indicated that disabled readers had lower mean scores in almost every instance than did normal readers. The Digit Span Test was the only exception. The researcher concluded that memory, as proposed in the Guilford model, is different in normal and disabled readers. This conclusion seems to be borne out by an analysis of the Contents of Memory and the Products of Memory and by the sensory input and output channels used to measure memory.

7529
Koenke, Karl Richard. The Effects of a Content Relevant Picture on the Comprehension of the Main Idea of a Paragraph. 97p. (Ph.D., The University of Wisconsin, 1968) Dissertation Abstracts, 29, No. 1, 149-A. Order No. 68-7109, microfilm $3.00, xerography $5.00 from University Microfilms.

The extent to which content relevant pictures can carry a main idea message and thus reinforce or aid in the comprehension of the paragraph

was studied. One hundred and twenty subjects from the third grade and a like number from the sixth grade were involved in the experiment. They were asked to view three pictures, to read three paragraphs, to read three paragraphs with pictures, to read three paragraphs with pictures and directions calling attention to the pictures, and to read three paragraphs with pictures and an explanation of the relationship of the picture to the paragraph. The tabulation of responses with subsequent analysis of variance indicated that the addition of the pictures, with or without further explanation, did not affect the adequacy of the main idea responses. Generally, responses evoked by pictures showed no relation to sex or grade placement.

7530
Labuda, Michael. Meeting the Reading Needs of Gifted Children in the Elementary School. 186p. (Ed.D., University of Idaho, 1968) Dissertation Abstracts, 29, No. 6, 1681-A. Order No. 68-16,996, microfilm $3.00, xerography $8.60 from University Microfilms.

In order to obtain an overall perspective of elementary school reading programs for gifted children, a survey was made of the most pertinent and recent information regarding the reading education of the gifted child. Among the author's 12 conclusions were the statements that there is a tendency to make the concept of giftedness more comprehensive; that giftedness should be identified as early as possible so that an effective training program may be planned; that schools are tending to revise teaching methods to suit individual needs; and that schools must do more than is actually being done if gifted students are to attain the maximum of their possibilities.

7531
LaConte, Christine M. A Survey of Opinions, Reported Practices, and Observed Practices in the Teaching of Reading in the Kindergarten in New Jersey and Connecticut. 255p. (Ed.D., Rutgers--The State University, 1968) Dissertation Abstracts, 29, No. 7, 2151-A. Order No. 69-1049, microfilm $3.30, xerography $11.50 from University Microfilms.

A survey of selected opinions and practices regarding the teaching of formal reading skills in kindergarten was made among New Jersey and Connecticut kindergarten teachers. Opinions and practices indicated by the responses to questionnaires which were sent to 775 teachers of both states were compared. The responses were also cross-tabulated with length of kindergarten teaching experience, educational level, community size, and pupils' ability level. Reasons given for not teaching reading skills differed greatly from state to state, but kindergarten teachers of both states did generally believe that most kindergarten children are not ready to read; that if a child is able or ready to read, he should receive instruction in kindergarten; and that a revision of the present

program is not justified since the number of kindergarten children ready for reading are few.

7532
Lanseigne-Case, Constance R. The Construction and Evaluation of Exercises in Two Aspects of Critical Reading (Determining Author's Bias and Noting Inference) for Grade Six. 291p. (Ed.D., Boston University School of Education, 1967) Dissertation Abstracts, 29, No. 12, 4381-A. Order No. 69-7816, microfilm $3.75, xerography $13.30 from University Microfilms.

Two areas of critical reading, the determining of author's bias and inference, were studied for the development of applicable exercises. Fifteen exercises were developed for each area along with a 66-item test of critical reading, which included measures for author's bias and inference. The material for author's bias included three steps: (1) neutral sentences of fact were succeeded by examples of intentional bias, (2) biased statements were presented along with the explanation of how these had been biased, and (3) the pupils rewrote and corrected the material. The exercises in inference included four levels of difficulty: one statement, a lead paragraph, cartoons, and multiparagraph leads. Two study modes were used by the experimental groups. One-half used paired-groups approaches, while the others worked individually. Although no significant differences were found between the two approaches, the individualized method was superior for self-directing, self-correcting exercises and was preferred. The exercises did improve bias-detecting abilities.

7533
Lay, Margaret Zoe. The Relationship of Selected Perceptual and Cognitive Variables to Word Recognition Learning. 77p. (Ed.D., The University of Florida, 1967) Dissertation Abstracts, 29, No. 1, 149-50-A. Order No. 68-9535, microfilm $3.00, xerography $4.20 from University Microfilms.

Interpreting Piaget's formulations of development, the investigator utilized visual discrimination, visual discrimination-retention, and conservation as predictors for aspects of word recognition, which were assessed by means of an experimental learning task. It had been hypothesized, within the Piagetian framework, that visual discrimination-retention would be the best predictor of the three variables for word recognition achievement. Instead, visual discrimination proved the superior predictor. However, visual discrimination together with visual discrimination-retention was highly effective (R= .86) with respect to the identification of related words. Conservation was not found to be significantly related to word recognition.

7534
Lazanas, Antonia Dawn. A Study of Selected University Reading Clinics in Virginia. 146p. (Ed.D., University of Virginia, 1968) Dissertation Abstracts, 29, No. 12, 4351-A. Order No. 69-4034, microfilm $3.00, xerography $7.00 from University Microfilms.

The goals, functions, administrative operational patterns, and the operational procedure of selected college and university reading clinics for elementary, high school, and college students in Virginia were surveyed. Within the limits of this group, it was found that there was general agreement in administering tests such as individual intelligence, reading achievement, and interest inventories; in employing full-time and part-time personnel; in providing teacher-specialist training and practice; in providing diagnostic services and reading instruction for students; in reporting student progress to parents; in providing college and adult reading instruction; in providing group and individual instruction; and in administering specific tests. Among the most commonly used procedures were the administration of personality inventories and of tests such as the Peabody Picture Vocabulary Test; the employment of reading teachers, undergraduate students, part-time and full-time audio-visual coordinators, and psychologists; and the provision of teacher-specialist training.

7535
Lazroe, James Joseph. An Investigation of the Effects of Motor Training on the Reading Readiness of Kindergarten Children. 154p. (Ed.D., Colorado State College, 1968) Dissertation Abstracts, 29, No. 8, 2609-A. Order No. 69-2856, microfilm $3.00, xerography $7.20 from University Microfilms.

The effects on reading readiness of prescribed gross motor activities for ½ hour daily over an 8-week period were investigated. Eight randomly selected kindergarten classes received motor training and served as the experimental group. Eight other kindergarten classes received no motor training and served as the control group. The Pintner-Cunningham Primary Test was used to determine the mental ages of the subjects, and the Perceptual Forms Test and Form A of the Metropolitan Readiness Tests were used for premeasurement and post-measurement of reading readiness. Scores on these readiness tests were treated by analysis of covariance. It was concluded that motor training significantly improved reading readiness for both younger and older boys and girls and improved reading readiness for higher mental-age subjects significantly more than for lower mental-age subjects.

7536
Levy, Joel Robert. Selected Etiological Factors in Reading Retardation among Elementary School Children. 172p. (Ph.D., The University of

Texas at Austin, 1968) Dissertation Abstracts, 29, No. 2, 482-83-A. Order No. 68-10,858, microfilm $3.00, xerography $8.00 from University Microfilms.

Using as a basis of selection the discrepancy between reading expectation and actual reading achievement, four groups of 20 cases each were organized as follows: (1) severely retarded primary-level reading deficit (SP), (2) severely retarded intermediate-level reading deficit (SI), (3) nonseverely retarded primary-level reading deficit (NP), and (4) nonseverely retarded intermediate-level reading deficit (NI). Among the physical factors and family environmental elements examined were the occupational status of parents, eyedness, term of gestation, and family attitude toward reading problems. The findings, achieved by means of 2x2 factorial categoric data, by continuous data analysis of variance, and by multiple discriminant analysis, were interpreted as indicative of differential home atmospheres within each group. The home atmosphere of the SP and NP groups was typified by a hopeful attitude toward the child's ability to improve in reading. Parental rejection for reading failure typified the SI group, and parental overprotectiveness typified the NI group. In the investigator's conclusions, focus upon environmental and emotional factors rather than upon physical factors appeared to be the most fruitful approach to the problem of etiology when differences between levels of retarded readers were accounted for.

7537
Lieberman, Martha. Projective Responses of Retarded and Adequate Readers to Frustrating Academic vs. Nonacademic Situations. 144p. (Ph.D., University of California, Los Angeles, 1968) Dissertation Abstracts, 29, No. 9, 3004-A. Order No. 69-3918, microfilm $3.00, xerography $6.80 from University Microfilms.

The response to frustration and agression of retarded and adequate readers in academic and nonacademic situations was studied in order to determine whether such responses have generalizable characteristics. The Academic Frustration Test was adapted from the Rosenzweig Picture-Frustration Study, which was also used for the collection of data. The subjects were 87 Caucasian 8- to 12-year-old males, grouped according to reading achievement. The results indicated that retarded readers differed significantly in their responses to academic and nonacademic frustrating situations, and they showed a significantly greater tendency than adequate readers to seek solutions to academic problems from others. The hypothesis that adequate readers would show similar responses to frustration in academic and nonacademic situations was rejected. It would appear that responses to frustration differ significantly in school and nonschool situations, but both adequate and retarded readers adapt their behavior to the frustration situation.

7538
Lipsky, James Alan. The Development and Validation of a Technique to Assess Fifth-Grade Boys' Covert Attitudes toward Reading. 167p. (Ph.D., Ohio University, 1968) Dissertation Abstracts, 29, No. 4, 1132-A. Order No. 68-14,895, microfilm $3.00, xerography $7.80 from University Microfilms.

Fifth-grade boys' covert attitudes toward reading were investigated. A group of 10 high-achieving readers and 10 low-achieving readers was presented 9 ambiguously drawn pictures. The subjects were asked to devise a story about each picture. The 194 statements thus obtained were reviewed by a panel of five psychologists who independently decided which statements indicated covert positive and covert negative reading attitudes. Four judges independently agreed in 165 cases. Four weeks later the same subjects were presented with their own attitude statements and, without being told whose they were, were asked to agree or disagree. A second sample of 118 subjects attending a large urban school district was asked to agree or disagree with 109 covert attitude statements that had been reduced from the aforementioned 165 on the basis of their discriminating indexes. It was found that the top extreme group of fifth-grade readers expressed significantly more covert positive attitudes toward reading than did the bottom extreme group.

7539
Liske, Wilfred Wallace. The Cloze Procedure for Determining Readability of Encyclopedia Material for Elementary School Pupils. 160p. (Ed.D., University of Maryland, 1968) Dissertation Abstracts, 29, No. 12, 4189-A. Order No. 69-9590, microfilm $3.00, xerography $7.40 from University Microfilms.

Selected juvenile encycyclopedia material was assessed for readability by the cloze procedure, and the results were compared with the grade-placement levels of the same material as determined by readability formulas. Fifteen articles corresponding to social studies and science topics studied in grades 4, 5, and 6 were selected from the 1967 edition of "World Book." Cloze tests were constructed for the beginning, middle, and ending of each article. The Yoakam and Dale-Chall readability formulas were applied to determine the grade placement of the articles. Only a few of the more able readers could cope with the articles from the "World Book." Readability did not vary among the articles to any significant extent. The cloze tests did correlate significantly with the grade-placement levels of the readability formulas, but the correlations were not high.

7540
Long, Francis Patrick, Jr. Three Approaches to Beginning Reading: A Comparative Study. 133p. (Ed.D., West Virginia University, 1968)

Dissertation Abstracts, 29, No. 11, 3773-A. Order No. 69-6703, microfilm $3.00, xerography $6.40 from University Microfilms.

Three approaches to beginning reading: a co-basal reading program, a phonic program, and a language arts approach using i/t/a, were compared. Three hundred and eighteen beginning first-grade pupils in 12 Butler County, Pennsylvania classes comprised the sample. For purposes of analysis, the pupils were divided into IQ thirds. The statistical study showed significant differences in favor of i/t/a in word discrimination and in word knowledge. No significant difference appeared among the groups in the area of silent comprehension. While oral reading accuracy favored i/t/a, no significant difference in oral reading comprehension was found. The study supported the contention that the three approaches are equally effective in teaching comprehension skills.

7545
Magee, Eunice Hall. An Investigation of the Relationship between Phonics Knowledge and Spelling Achievement of College Students. 158p. (Ed.D., University of Southern Mississippi, 1968) Dissertation Abstracts, 29, No. 9, 2895-A. Order No. 69-4701, microfilm $3.00, xerography $7.40 from University Microfilms.

The interrelationships between phonics knowledge, spelling performance, reading achievement, extensive vocabulary, and intelligence among college-age adults were studied. These variables were found to have high interrelationships with each other. Intensive phonics instruction was administered to an experimental group in order to determine whether significant gains in the above-mentioned variables, especially in spelling performance, would be obtained when compared to the progress made by a group receiving no phonics instruction. Fifty-six undergraduates enrolled in an Improvement of Study course at the University of Southern Mississippi comprised the subjects. Pretest and post-test scores were obtained by administering the California Phonics Survey, the Wide Range Achievement Test, Spelling Section, the Group Diagnostic Spelling Test, and the Diagnostic Reading Test. It was found that a higher degree of skills in phonics correlated positively with better reading. Phonics instruction at the college level would appear to produce gains in phonics ability.

7546
Maginnis, George Henry. A Survey and Analysis of Methods and Criteria Used to Select Remedial Reading Pupils. 135p. (Ed.D., The University of Mississippi, 1968) Dissertation Abstracts, 29, No. 1, 69-A. Order No. 68-9784, microfilm $3.00, xerography $6.40 from University Microfilms.

A survey of the nation's 200 largest school districts was carried out to determine the criteria, rationale, and research for the selection

of remedial reading students. A general review of the research literature and a survey of expert opinion in this regard were also made. Among the conclusions reached were the following: research to determine the types of students who could gain the most from remedial reading instruction is scarce; guidelines for selecting students for remedial reading usually prescribe the selection of those who have the most potential for improvement; the three criteria most often used for selection are (1) a certain minimum IQ, (2) reading ability somewhat below capacity, (3) reading ability a specified amount below grade level. An appendix gives the selection procedures of 25 school systems. The investigator recommends more clearly defined objectives and a set of selection procedures in keeping with these.

7547
Manganel, Richard Arthur. Reading Ease as a Factor in the Grading of High School Expository Writing. 122p. (Ed.D., State University of New York at Buffalo, 1968) Dissertation Abstracts, 29, No. 3, 836-A. Order No. 68-12,454, microfilm $3.00, xerography $6.00 from University Microfilms.

The possibility of a relationship between the reading ease of student expository writing and the grades assigned in a formal essay-grading situation was explored. The effect of artificially produced increases and decreases in reading ease upon grades was also studied. One hundred and twelve high school students were randomly assigned to four groups, two of which were given no instructions regarding reading ease. The Dale-Chall, Flesch, and Farr-Jenkins-Paterson readability formulas were employed to measure the reading ease of the subjects' writings. Analysis of the resulting data led to the conclusion that reading ease was a factor in the essay-grading process, even when it was not a part of the specific task at hand. Low readability appeared to yield higher rather than lower teacher grades. Simple directions to the student did affect reading ease, and such changes were reflected in teacher grades.

7548
Mangrum, Charles Thomas II. A Comparison of the Performance of Normal and Dyslexic Readers on the Auditory Test of Dichotic Stimuli and the Visual Test of Dichoptic Stimuli. 148p. (Ed.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 6, 1826-A. Order No. 68-17,280, microfilm $3.00, xerography $7.00 from University Microfilms.

The performance of a group of normal readers and that of a group of dyslexic readers on the Auditory Test of Dichotic Stimuli and the Visual Test of Dichoptic Stimuli were compared. For this purpose, a consensus definition of the dyslexic reader and of the normal reader were developed. The subjects were sixth-grade students from the Bloomington Metropolitan Schools in Bloomington, Indiana. The Auditory Test of Dichotic Stimuli

yielded no statistically significant differences between the groups. However, certain subtests of the Visual Test of Dichoptic Stimuli were statistically significant. The clinical value of the auditory and visual instruments under the modified definition of dyslexic reader was not demonstrated.

7549
Mannino, Anthony Joseph. An Investigation of the Effectiveness of a Modified Version of the Doman-Delacato Neuropsychological Treatment in Reading Performance. 227p. (Ed.D., University of Pennsylvania, 1968) Dissertation Abstracts, 29, No. 4, 1166-67-A. Order No. 68-14,462, microfilm $3.00, xerography $10.35 from University Microfilms.

A modified version of the Doman-Delacato neuropsychological treatment in reading performance was investigated with a minimum of involvement from parents or medical personnel. Twenty-eight second graders in the experimental group were assigned to a self-contained classroom where they followed daily activities to foster neurological organization such as creeping, skipping, hopping, walking, and activities to establish unilateral dominance. The control group was divided into two 14-student sections, both of which followed regular school programs. Pretests and post-tests including the Paragraph Meaning, the Word Recognition, and the Word Meaning Tests of the Basal Reader Test and the Bender Gestalt Test were administered to all subjects. The post-test scores showed significant gains for the experimental group on the two basal reader tests, in instructional reading level, and on the two tests of neurological organization. A significant relation between improvement in lateral dominance and improvement on the Paragraph Meaning Test and in instructional reading level was found among the experimental subjects. However, no direct relation between improvement in neurological organization and improvement in reading was demonstrated, and the effectiveness of the treatment program as a remedial reading measure remains uncertain.

7550
Martin, William Reed. The Impact of Federal Programs of Financial Aid on the Teaching of Reading in Upper Midwest Secondary Schools. 341p. (Ph.D., University of Minnesota, 1968) Dissertation Abstracts, 29, No. 10, 3333-A. Order No. 69-6830, microfilm $4.40, xerography $15.55 from University Microfilms.

The 1962 results of a "Comparison of a Theoretically Sound Reading Program with Current Practices of Secondary Schools in the Upper Midwest" were compared with the actual current reading situation in that area. The factor of federal aid to reading programs was taken into consideration. Schools were randomly selected from the area and were stratified according to the number of teachers employed. A questionnaire was sent, and a 90 percent return, equivalent to 136 schools, was obtained. The

conclusion was that reading programs have increased in number and have improved. Such progress is, at least in part, attributed to federal funding. Over forty-seven percent of the respondents indicated that by 1967 more than one-half of the reading program costs were offset by federal aid. Recommendations for future programs are noted.

7551
Mason, Charles Wilburn. An Analysis of the Interrelationships of Variables in Selected Language Skills of Intermediate and Upper Elementary School Students. 173p. (Ph.D., Southern Illinois University, 1968) Dissertation Abstracts, 29, No. 9, 3043-A. Order No. 69-1756, microfilm $3.00, xerography $8.00 from University Microfilms.

The relationship of sex, language intelligence, chronological age, teacher rank, socioeconomic status, and reading achievement to various language usage criterion measures was probed. The best predictors of language criterion score were to be determined. The experimental population was made up of 96 children attending fifth, sixth, and eighth grades in Crab Orchard, Illinois. The Myklebust Picture Story Language Test was administered and subsequently analyzed. The SRA Achievement Series, the California Mental Maturity Test, Short Form, and the Minnesota Scale for Paternal Occupations were used in the analysis. Free oral responses and oral composition were also taped and analyzed. Sex and socioeconomic status were not found to be significant predictors of criterion scores, while language intelligence proved to be the most important predictor. Teacher rank was also significant as a predictor.

7552
Mathias, Daniel Clair. Teaching Reading to Retardates: A Comparison of Initial Teaching Alphabet with Traditional Orthography. 105p. (Ph.D., The University of Wisconsin, 1967) Dissertation Abstracts, 29, No. 1, 69-70-A. Order No. 67-16,981, microfilm $3.00, xerography $5.20 from University Microfilms.

The effectiveness of the initial teaching alphabet (i/t/a) for educable mentally retarded children who are beginning to read was compared with that of traditional orthography (t.o.). Forty subjects in two cities participated in the study. One group of 10 in each city began to read with i/t/a while the remaining subjects in each city used the t.o. medium. The Metropolitan Reading Readiness Test was administered during the first week of school and no significant difference among the groups was found. At the end of the school year, the Metropolitan Achievement Test in the appropriate medium was given. The groups using t.o. were significantly higher on the Word Knowledge subtest, although there was no significant difference when the gains of the Word Discrimination subtest were analyzed. One year after the treatment, the t.o. version of the Metropolitan Achievement Test was given to all the subjects and both

groups earned almost identical grade scores. In conclusion, the medium of instruction did not significantly influence the beginning reading of mentally retarded children.

7541
McDonald, William T. The Identification of Technical Vocabulary in Three Content Areas for Grades Four, Five, and Six. 193p. (Ed.D., The University of Tennessee, 1968) Dissertation Abstracts, 29, No. 7, 2041-A. Order No. 69-1252, microfilm $3.00, xerography $8.80 from University Microfilms.

Essential and important technical vocabularies for three content fields: social studies, mathematics, and science, were identified for the fourth-, fifth-, and sixth-grade levels. A survey to identify the most frequently used textbooks was carried out among 18 state departments of education located throughout the country. A word count of the three most widely used textbooks in each subject area lay the basis for the first draft of the vocabulary lists. Words which did not appear at least five times in two of the textbooks or which occurred in the first 4,000 of the Thorndike-Lorge list, The Teacher's Wordbook of 30,000 Words, were eliminated. The lists were then submitted to elementary school teachers of five states. The teachers were requested to indicate the absolutely essential words for each subject area. Categorization into essential and important was based on the teachers' responses.

7542
McGuire, Marion Louise. The Identification of Program-Effectiveness Criteria in Primary-Grade Reading. 201p. (Ph.D., The University of Connecticut, 1968) Dissertation Abstracts, 29, No. 8, 2610-A. Order No. 69-2162, microfilm $3.00, xerography $9.25 from University Microfilms.

A questionnaire was devised to conduct a state-wide study of reading programs in Rhode Island for the 1965-66 fourth-grade class. Among the 20 factors inquired about were kindergarten entrance age; extent of grade 1 readiness activities; basic reading approach, grade 1; and basal reader used, if any. Questionnaire data and school scores from the Rhode Island State Testing Program were matched for 285 schools and analyzed by means of a computer program to measure the effectiveness of reading programs used. Among the results of this analysis, it was found that supplementary reading materials produced significant differences in poorly educated communities and that class size was related to achievement in well-educated communities.

7543
McKay, James William. A Summary of Scientific Research and Professional Literature on Reading Interests of Secondary School Students--Grades 7-12,

1889-1965. 300p. (Ph.D., University of Pittsburgh, 1968) Dissertation Abstracts, 29, No. 12, 4382-A. Order No. 69-8578, microfilm $3.85, xerography $13.50 from University Microfilms.

Data regarding the reading interests of secondary school students with the ultimate goal of discovering and assembling contributions which could be used to improve the teaching and learning of reading were collected for the period 1889-1965. A workable definition of reading, including such factors as style, past experiences, and the reader's concept of himself, was reached. Furthermore, a number of instructional suggestions for obtaining and retaining student interest and for diversifying permanent reading interests were made. Other aspects dealt with as determinants of reading interests were sex, age, and intelligence.

7544
McMillen, Leland Ardell. An Analysis of Reading Attitudes of Children in Grades Two through Four Who Learned to Read with Either ITA or Traditional Orthography. 150p. (Ed.D., University of South Dakota, 1968) Dissertation Abstracts, 29, No. 4, 1167-68-A. Order No. 68-14,452, microfilm $3.00, xerography $7.00 from University Microfilms.

The differences in attitude toward reading between children who had learned to read with i/t/a and children who had learned to read with t.o. were investigated by means of a measuring instrument utilizing the semantic differential technique. Concepts used for differentiation were reading book, science book, Weekly Reader, social studies book, comic book, children's magazine, spelling book, dictionary, library book, and reading a book. The scales used for differentiation included such contrasts as sad-happy and useful-useless. Three hundred and twelve second, third, and fourth graders were selected on the basis of the following criteria: the entire school life of the child had been spent in Owatonna, Minnesota, public schools; a Lorge-Thorndike IQ score for the child was available; and the child's parents had occupations which could be located on Roe's classification scale. While the children of the i/t/a program persistently obtained higher attitude scores, they were not significantly higher. Children of both programs had more favorable attitudes in second than in fourth grade.

7553
Meagher, Judith Ann. The Effectiveness of Three Different Methods of Teaching Multiple Meaning Vocabulary to Sixth Grade Pupils. 378p. (Ed.D., Boston University School of Education, 1968) Dissertation Abstracts, 29, No. 12, 4383-A. Order No. 69-7860, microfilm $4.85, xerography $17.10 from University Microfilms.

The effectiveness of three approaches in presenting multiple meaning vocabulary was studied. Four hundred and twenty-nine sixth graders were

divided into three treatment groups, the first of which received information by use of transparencies and the overhead projector, the second of which utilized transparencies along with every-pupil response cards, and the third of which was split into two subgroups receiving the same information by means of a self-administering, self-correcting worksheet approach. The subjects studied 120 words having at least three meanings each for a period of 20 lessons, lasting 20 minutes per day. The results of the teaching program were obtained by an analysis of variance based on the administration of the Berwick Test and a series of pretests. No significant difference was found between the treatments. However, certain treatments seemed to have more success in one population situation than in another.

7554
Merrill, Jimmie Dale. An Investigation of Teachers' Informal Estimate of First-Grade Reading Readiness. 164p. (Ed.D., University of Oregon, 1968) Dissertation Abstracts, 29, No. 11, 3775-A. Order No. 69-6648, microfilm $3.00, xerography $7.60 from University Microfilms.

Correlations existing between teachers' informal estimates of their pupils' reading readiness and first-grade reading achievement were determined and compared with those existing between a standardized reading readiness test and first-grade reading achievement. Forty teachers and their respective classes composed the sample. The teachers were asked to record their pupils' reading readiness after 2 weeks of observation. During the third week they administered the Lee-Clark Reading Readiness Test, and at the end of the school year they administered the Gates-MacGinitie Reading Test, Primary A, Form I. Among teacher estimates, correlations with reading achievement were statistically significant in 32 of the 40 classes, while only 28 of the 40 classes showed significant correlations between the results of the Lee-Clark Reading Readiness Test and reading achievement. However, the predictive ability of both approaches fell short of being statistically different. The use of both variables together was a better predictor than either alone.

7555
Mertens, Marjorie K. A Visual Perception Test for the Prediction and Diagnosis of Reading Ability. 124p. (Ed.D., University of Arizona, 1968) Dissertation Abstracts, 29, No. 4, 1133-A. Order No. 68-13,671, microfilm $3.00, xerography $6.00 from University Microfilms.

A visual perception test was designed to identify those first-grade children who might develop reading disabilities because of some visual perceptual deficit. The test incorporated seven subtests: (1) Design Copying, (2) Reversals, (3) Design Reproduction, (4) Framed Pictures, (5) Design Completion, (6) Spatial Recognition, and (7) Visual Memory. At the beginning of the school year, both the newly conceived Visual

Perception Test and the Metropolitan Readiness Test were given to 139 subjects. Near the end of the school year, the Stanford Achievement Test was administered to the same subjects. A correlational analysis of concurrent validity and predictive validity was made along with subtest intercorrelations. The most important result of the score analysis indicated that the Visual Perception Test predicted reading ability in the areas of word meaning and paragraph meaning, as measured by the Stanford Achievement Test, better than the Metropolitan Reading Readiness Test did. Vocabulary ability was equally well predicted. Administration and readministration of the Visual Perception Test to another group of 69 subjects within a period of 3 weeks showed a high (.982) test-retest reliability.

7556
Meyen, Edward Lee. An Investigation of Age-Placement, Difficulty, and Importance of Basic Skills in the Curriculum for Educable Mentally Retarded Students. 362p. (Ph.D., The University of Iowa, 1968) Dissertation Abstracts, 29, No. 6, 1787-A. Order No. 68-16,836, microfilm $4.65, xerography $16.45 from University Microfilms.

The importance of certain skills and their age placement in instructional programs for retarded children were studied. A special instrument for determining academic importance was designed. Five experts and 60 special-class teachers were asked to rate the importance and the best teaching age for a list of skills, among which were vocabulary, reading, language usage, punctuation, capitalization, spelling, arithmetic problem solving, arithmetic concepts, and work-study skills. The instrument specified the behavior required of the pupil and the difficulty level. The judges were in considerable agreement with regard to skill importance and to the teaching age level. However, when 1,405 educable mentally retarded children participated in an experiment, the curriculum of which was based on these expert opinions, it was found that while the judges placed most of the skills in the 11 to 14 age group, success on most items was attained within the 12 to 15 age range. The selections of the judges are identified in the report of the study.

7557
Monroe, Helen Virginia. An Investigation of the Interrelationships among Measures of Primary Reading Ability. 231p. (Ph.D., The University of Iowa, 1968) Dissertation Abstracts, 29, No. 6, 1787-A. Order No. 68-16,840, microfilm $3.00, xerography $10.60 from University Microfilms.

The practice of providing separate scores for subtests based on various reading skills was investigated. For this purpose the interrelationships among the following skills were studied with second graders: beginning sounds, ending sounds, word meaning, word recognition with visual cues, word recognition with auditory cues, words in context,

picture interpretation, sentence meaning, paragraph meaning, and story comprehension. It was found that among the four letter-sound association subtests used, the highest correlations occurred between the subtests having similar formats rather than between the subtests designed to measure similar phonetic skills. Subtests measuring high order comprehension skills proved highly interrelated. Furthermore, the subtests on word meaning, word recognition with visual cues, and word attack related more closely to comprehension measures than to letter-sound association tasks. Analysis by means of the principal components technique and the subsequent use of the varimax procedure yielded three factors, of which one appeared to be a general reading factor underlying word recognition and comprehension both in context and in isolation. Psychological meaningfulness could not be attributed to the other two factors. From the results of this study, the investigator concluded that the provision of separate subtest scores was statistically supported.

7558
Nichols, William J. A Study of the Effects of Tutoring on the Self Concept, Reading Achievement, and Selected Attitudes of Culturally Disadvantaged Children. 170p. (Ed.D., Ball State University, 1968) Dissertation Abstracts, 29, No. 9, 2898-A. Order No. 69-4188, microfilm $3.00, xerography $7.80 from University Microfilms.

The effects of tutoring by university students on the self concept, reading achievement, and attitudes toward school of culturally deprived children were investigated. The gains of 53 intermediate-grade students were compared with a control group composed of a fourth-, fifth-, and sixth-grade class. Pretests and post-tests were administered. The instruments used were the Gates-MacGinitie Reading Tests, Primary C or Survey D; the Sears Self Concept Inventory; the Sears Attitude Scale; and informal questionnaires. Significant differences were found on three of the 12 attitude factors tested. An overall examination of the means regarding the attitude factors indicated that the experimental girls changed in a positive direction on four attitude factors and in a negative direction on eight attitude factors; experimental boys made positive changes on all 12 factors. No significant difference in reading achievement was found except on the vocabulary subtest of the Gates-MacGinitie where a .01 level of significance was found in favor of the control group. The questionnaires indicated that parents, teachers, and tutors all felt that the tutoring sessions were profitable for the children.

7559
Norrell, Clarence Luther. A Comparative Study of Two Methods of Remedial Reading Instruction Employed with Selected Eighth Grade Students in Corpus Christi, Texas. 90p. (Ph.D., East Texas State University, 1968) Dissertation Abstracts, 29, No. 10, 3504-A. Order No. 69-5435, microfilm $3.00, xerography $4.60 from University Microfilms.

Twenty matched pairs of eighth-grade students, half using the Follett Program and half using the Sullivan Program for remedial reading instruction, were compared for gains in reading comprehension and vocabulary. When the two methods were compared on a post-test, a significant difference was found between the vocabulary scores favoring the Follett Program, but no significant differences were found between the two groups on reading comprehension. However, the Sullivan group significantly improved their reading comprehension scores when their pretest and post-test scores were compared. Female students of the Follett group differed significantly in reading comprehension from the females of the Sullivan group. Female students of the Follett group performed significantly higher in reading comprehension than did male students of the same group.

7560
O'Donnell, Terrence George. The Difference between the Dictated and Written Vocabularies of Fourth Grade Children. 136p. (Ed.D., Colorado State College, 1968) Dissertation Abstracts, 29, No. 8, 2446-A. Order No. 69-2879, microfilm $3.00, xerography $6.60 from University Microfilms.

The idea that children might use words when dictating letters which differ from those used when writing letters was explored. A stratified random sample of 10 fourth grades in Weld County, Colorado, was selected, and a written and a dictated letter were collected from each pupil. Data for analysis were obtained by tabulating the frequency of use for each word. The vocabularies thus obtained were also compared with the Fitzgerald and Rinsland lists. No significant difference was found in usage between written and dictated words. Furthermore, the difference in the number of written and dictated words used which did not appear on the Fitzgerald and Rinsland lists was very small.

7561
Palardy, James Michael. The Effects of Teachers' Beliefs on the Achievement in Reading of First-Grade Boys. 122p. (Ph.D., The Ohio State University, 1968) Dissertation Abstracts, 29, No. 10, 3338-A. Order No. 69-4951, microfilm $3.00, xerography $6.00 from University Microfilms.

The effect of teachers' beliefs concerning a pupil's probable success upon the reading achievement of first-grade boys was investigated. A questionnaire was given to 42 first-grade teachers in an Ohio city. Among the items asked was one dealing with the teachers' beliefs regarding the success of first-grade boys in reading as compared to first-grade girls. Five teachers who believed that first-grade boys would do as well in reading as first-grade girls were matched with five teachers who did not believe first-grade boys could do as well. The children taught by these 10 teachers were judged to have no marked differences among several variables including socioeconomic background, chronological age, and

reading readiness. A standardized reading achievement test was given to all the pupils. It was found that when the teacher believed boys would do as well as girls the boys were as successful. The converse was also true, and boys did not do as well as girls when their teachers held this belief.

7562
Papalia, Anthony Sebastian. The Characteristics of Selected Low-Achieving, High-Potential Male College Freshmen Subjected to a Specialized Reading and Study Skills Program. 142p. (Ed.D., State University of New York at Albany, 1968) Dissertation Abstracts, 29, No. 11, 3878-A. Order No. 69-6691, microfilm $3.00, xerography $6.80 from University Microfilms.

Thirty-three low-achieving, high-potential males were selected from rejected freshmen applicants to the State University College at Cortland, New York, for participation in a compensatory reading and study skills program. The Edwards Personal Preference Schedule, the Strong Vocational Interest Blank, and the College Student Questionnaire were administered to all freshmen males. A comparison group from the freshmen male population also received the specialized reading and study skills instruction. The experimental group had a lower rate of college retention than both the comparison group and the male freshmen. Differences in personality, interest, attitude, and biographical traits were found among the three groups, between retained and nonretained students, and between subjects dismissed and withdrawing. Personal interviews are reported in case reports for one-half of the experimental subjects. Guidelines are offered for future compensatory programs.

7563
Parker, Jessie Joe. The Utility of Phonic Generalizations in Their Application to the History and Geography Vocabularies in Certain Specified Textbooks Adopted for Grades Four, Five, and Six. 115p. (Ph.D., Louisiana State University and Agricultural and Mechanical College, 1968) Dissertation Abstracts, 29, No. 5, 1372-A. Order No. 68-16,323, microfilm $3.00, xerography $5.60 from University Microfilms.

The applicability and utility of 45 phonic generalizations, as stated by Theodore Clymer in the January 1963 issue of The Reading Teacher, were investigated with a vocabulary developed from elementary social studies. Data gathered were evaluated according to Clymer's two criteria: (1) 75 percent of the words or word parts should conform to the generalization and (2) a minimum of 20 applications should be derivable from the generalization. With regard to the 2,613 words utilized in this study (which were drawn from 51 social studies textbooks and teachers' manuals), it was found that fewer than one-half of the generalizations consistently satisfied the evaluative criteria. The dictionary chosen as pronunciation authority could strongly influence the utility percentages of

generalizations. Among the generalizations which resulted in 100 percent utility were "ch" has one sound; in the word elements "co" and "ca," the "c" is pronounced as "k"; and in words beginning "kn," the "k" is mute.

7564
Perlish, Harvey Neil. An Investigation of the Effectiveness of a Television Reading Program, along with Parental Home Assistance, in Helping Three-Year-Old Children Learn to Read. 364p. (Ph.D., University of Pennsylvania, 1968) Dissertation Abstracts, 29, No. 7, 2154-A. Order No. 69-155, microfilm $4.65, xerography $16.45 from University Microfilms.

The effectiveness of a television reading program as an adjunct to parental aid in teaching three-year-old children how to read was investigated. The author developed an approach which was incorporated in the television program, Wordland Workshop. The experimental group, selected from the WFIL-TV, Philadelphia, signal area, watched the program for a 39-week period while the control group, from the WNBF-TV, Binghamton, area, watched Captain Kangaroo, a popular educational-entertainment program. Data were collected from pretests, post-tests, initial questionnaires, final inventories, and parental monthly reports. For the children of the experimental group, the television reading program along with parental home assistance seemed to be effective in teaching reading. Significant relations were found between post-test results and health, program interest, parental competence, and parental interest.

7565
Polenz, Ralph J. An Analysis of the Performance of Second Grade Boys with Visual Perceptual Deficiencies and Second Grade Boys with Satisfactory Visual Perception on the Gray Oral Reading Test. 128p. (Ed.D., University of South Dakota, 1968) Dissertation Abstracts, 29, No. 8, 2447-A. Order No. 69-3127, microfilm $3.00, xerography $6.20 from University Microfilms.

Differences in the number and types of reading errors made by second-grade boys were studied in order to determine what influence varying levels of visual perception might have upon them. Colaterally, an effort was made to determine the degree of relationship which might exist between five types of visual perception and eight classes of reading errors. The sample population was selected on the basis of a preliminary visual perception test, for which the Frostig Developmental Test of Visual Perception was used. IQ scores were obtained by the administration of the Peabody Picture Vocabulary Test and were compared with the results of the visual perception test. The Gray Oral Reading Test was given to determine the number and types of reading errors. The mean number of total reading errors, errors of gross mispronunciation, and insertions was significantly higher in children with visual perception deficiencies than in children with satisfactory perceptual abilities. Significant relationships

were found between eye-motor coordination, figure-ground perception, constancy of shape and the errors of gross mispronunciation and insertion, as well as the total number of reading errors.

7566
Ponder, Virginia Breazeale. An Investigation of the Effects of Bibliotherapy and Teachers' Self-Others Acceptance on Pupils' Self-Acceptance and Reading Achievement Scores. 142p. (Ed.D., University of Southern Mississippi, 1968) Dissertation Abstracts, 29, No. 9, 2900-A. Order No. 69-4704, microfilm $3.00, xerography $6.80 from University Microfilms.

In a 5-month bibliotherapy program for economically disadvantaged fifth graders, teachers read orally selected stories whose characters experienced difficulties due to insufficient financial resources and then conducted class discussions about the actions and feelings of the characters. Control classes had similar reading and discussion periods using stories which were not concerned with children from economically disadvantaged homes. Participating teachers were classified according to the self-others acceptance levels of the Bills Index of Adjustment and Values. Sixty economically disadvantaged pupils were randomly selected for statistical analysis. The difference scores between the initial and final testing on the California Test of Personality and the *California Reading Test* indicated that the bibliotherapy used in this study did not produce a statistically significant increase in either self acceptance scores or reading achievement scores. No interaction between the use of bibliotherapy and the self-others acceptance category of the teacher was found, either in affecting pupil reading achievement or pupil self-acceptance. However, pupils having a teacher in the plus-plus self-others acceptance category experienced greater reading achievement gains than did those pupils having a teacher whose reported self-others acceptance score was plus-minus.

7567
Potter, Thomas Clifford. Reading Skills in Young Children: Closure and Comprehension. 190p. (Ed.D., University of California, Los Angeles, 1968) Dissertation Abstracts, 29, No. 4, 1051-A. Order No. 68-14,556, microfilm $3.00, xerography $8.60 from University Microfilms.

A procedure for the evaluation of reading comprehension in sixth-grade pupils was developed, and the relationship between comprehension scores derived with this procedure and scores obtained from a standardized test of reading comprehension was studied. Four cloze tests were constructed using a representative selection of children's books, the reading level of which ranged from the fourth to the eighth grades. These tests were administered under two instructional conditions to 128 sixth graders. Above-average readers received the highest cloze scores when the test instructions emphasized interword relationships. Below-average readers achieved higher scores when the test instructions gave

only simplified test completion rules followed by a practice paragraph. The cloze test techniques offered an efficient and economical method for measuring reading comprehension.

7568
Power, Delcenia Abney. A Comparison of Some Environmental Factors and Characteristics of High-Achievers and Average-Achievers in Reading among First-Grade Pupils of Low Socio-Economic Status. 142p. (Ed.D., State University of New York at Buffalo, 1968) Dissertation Abstracts, 29, No. 12, 4196-A. Order No. 69-3882, microfilm $3.00, xerography $6.80 from University Microfilms.

Certain environmental factors and characteristics of some disadvantaged first-grade children who experienced success with beginning reading were compared with those of similar disadvantaged children who had not succeeded in performing at par. The predominantly Negro inner city area of Buffalo, New York, was the site of the experiment. A series of tests, including the word recognition section of the Gates-MacGinitie Reading Test, the Peabody Picture Vocabulary Test, and the Primary Mental Abilities Test were administered to 687 first graders. The higher and lower achievers were thus determined, and seven hypotheses were formulated regarding environmental factors. It was found that the disadvantaged first grader performed better when there were no more than two siblings in the home. Reading achievement was positively correlated to the presence of a daily newspaper in the home. Greater ability to concentrate was indicated by teachers as characteristic of successful readers among the disadvantaged when they were compared to similar children with comparable capabilities and background who were not successful in reading.

7569
Prows, Nancy LeJeune. An Attempt to Increase Reading Achievement by Organizing Instruction and Sensitizing the Teacher to Building Positive Self-Concepts. 139p. (Ed.D., The University of Florida, 1967) Dissertation Abstracts, 29, No. 1, 187-88-A. Order No. 68-9551, microfilm $3.00, xerography $6.60 from University Microfilms.

Teachers' ability to increase their sensitivity to children's self-concepts and thus to change their classroom methods and procedures so as to build positive self-concepts was investigated. The study also probed whether the individualized or the traditional three-group approach to reading instruction would result in higher achievement. Two fourth-grade classes in a rural school were selected as treatment groups. One teacher used an individualized approach; the other used the three-group approach. A reading consultant conducted the teacher sensitivity training through consultation, classroom demonstrations, and material selection assistance. The control group was located in another school of comparable socioeconomic background. The Rosenzweig Picture-Frustration Study, a

self-concept measuring instrument, was used in conjunction with parental questionnaires. The results did not indicate a significant difference in the reading achievement of the three groups; although, the experimental groups did show a significant change toward more positive self-concepts. The experimental teachers demonstrated increased sensitivity to the children's self-concepts, and their methods and procedures changed accordingly.

7570
Pyper, John Romney. Attentional Factors in Learning from Written Texts. 166p. (Ph.D., University of Illinois, 1968) Dissertation Abstracts, 29, No. 2, 486-87-A. Order No. 68-12,183, microfilm $3.00, xerography $7.80 from University Microfilms.

According to prior research, questions inserted after sections of the text (such questions shall hereafter be called PIQ's) increased the learning of both the tested and untested information contained in the text. This study investigated the effect of 1.12 (Bloom's Taxonomy) PIQ level on 1.12 and 4.20 learning. The effect of irrelevant questions was also studied. Three groups of college students were asked to study a 7,200-word passage. One group answered two text-relevant questions every nine paragraphs; another did the same with text-irrelevant questions. There were no questions inserted in the text read by the third group. Analysis of test scores did not support prior research, and no significant learning differences were found among the treatments. This may have been due to the question format since multiple choice questions are less sensitive to learning differences as well as less motivating. Unforeseen effects of uncontrolled variables connected with post-test questions, post-test length, or learning set made the investigation inadequate for its original objectives.

7571
Quaintance, Brother William Joseph. The Effects of Open-Mindedness and Closed-Mindedness on Reading Comprehension. 125p. (Ed.D., Temple University, 1968) Dissertation Abstracts, 29, No. 6, 1793-A. Order No. 68-17,826, microfilm $3.00, xerography $6.00 from University Microfilms.

The effects of open-mindedness and closed-mindedness upon reading comprehension were investigated. Two groups of boys ranging in age from 11 to 15½ were formed on the basis of their open-mindedness and closed-mindedness as determined by the use of Milton Rokeach's Dogmatism Scale. Both groups read 15 biographies varying in reading level from the fourth to the eighth grades. At each level there were three stories, one picturing a Negro acting in accordance with Judeo-Christian values, one picturing a Negro acting at variance with this system, and one not dealing with race. After reading each story, the subjects individually responded to a question based on the central theme and to three further questions

requiring inferential answers. The open-minded group received a significantly higher score when dealing with the favorable presentations than with the other sets of stories; the closed-minded group scored highest with the set of stories that presented Negroes unfavorably. The readers' belief system did not seem to affect performance in neutral materials.

7572
Rexroad, Wallace Warren. Correlational Analysis of First-Grade Reading Achievement, with Objective and Projective Measures. 78p. (Ph.D., The University of Oklahoma, 1968) Dissertation Abstracts, 29, No. 7, 2126-A. Order No. 68-17,596, microfilm $3.00, xerography $4.20 from University Microfilms.

Five selected predictors utilized in reading readiness evaluations were compared to year-end reading achievement. Among the predictors were the Row-Peterson Readiness Test, mental age scores, alphabet knowledge, House-Tree-Person Test (H-T-P) rankings, and teacher judgment. Twelve first-grade classes and their teachers were involved in the study, and during the early weeks of the school year, scores were collected on the five predictors. The Gates Primary Reading Test was administered at the end of the school year. Results indicated that the coefficients of mental age, H-T-P, and teacher judgment were significantly smaller than the coefficient between the readiness test and the scores of the reading achievement test. The three-variable combination correlating most highly with reading achievement was the readiness test, alphabet knowledge, and teacher judgment. It would seem that alphabet knowledge is as good a predictor of reading achievement as the Row-Peterson Readiness Test.

7573
Rickards, Montana Hopkins. A Study of Newer Programs and Trends in the Teaching of Literature in Selected Oregon Senior High Schools. 288p. (Ed.D., University of Oregon, 1967) Dissertation Abstracts, 29, No. 1, 173-A. Order No. 68-10,019, microfilm $3.70, xerography $13.05 from University Microfilms.

A survey of new programs and trends in the teaching of literature at the high school level was undertaken. Provisions for a wide and varied reading range, teacher preparation in the entire gamut of high school literature study, the meeting of individual student needs, and the attention given to college-bound and terminal students were especially emphasized. The principals, department heads, and teachers of six Oregon senior high schools received questionnaires. Interviews and class visitations were conducted. On this basis, it was determined that most teachers began teaching with a B.A. degree from an Oregon institution. Although fewer than one-third of the teachers held M.A.'s, most of the others were engaged in meeting the requirements of 45 hours beyond the bachelor's degree. In general, well-planned programs were found with sufficient

diversity to satisfy the needs of individual students, including the terminal and the college-bound. Adequate materials were provided in each school. Recommendations for future programs are included.

7574
Ring, Jerry Ward. A Study of the Interpretive Processes Employed by Selected Adolescent Readers of Three Short Stories. 169p. (Ph.D., Ohio State University, 1968) Dissertation Abstracts, 29, No. 9, 2902. Order No. 69-4959, microfilm $3.00, xerography $7.80 from University Microfilms.

A review and synthesis of available information regarding reader behaviors which influence the reading and interpretation of literature were made. Actual reading behaviors of 62 students in college preparatory classes were also studied. The students were asked to respond to questions about three short stories in order to discover sources of reading and interpretive problems. The findings indicated that students needed greater assistance in applying a wider range of evaluative criteria to their reading. They needed help in overcoming the tendency to respond egocentrically. A broadening of their awareness of the forms that literary expression can take also seemed indicated.

7575
Rolf, Fred John. Transfer Effects from Traditional Orthography to Pitman's Initial Teaching Alphabet. 169p. (Ph.D., The University of Michigan, 1968) Dissertation Abstracts, 29, No. 3, 819-20-A. Order No. 68-13,390, microfilm $3.00, xerography $7.80 from University Microfilms.

The ability of children to transfer from traditional orthography (t.o.) to Pitman's Initial Teaching Alphabet (i/t/a) was investigated upon the assumption that if significant transfer were to occur from t.o. to i/t/a, the same factors would induce the reverse transfer. Seventy-six subjects were selected at each grade level, 1-6. All had learned to read with t.o.; none knew i/t/a. It was found that without previous practice children were able to transfer from t.o. to i/t/a; although, the transfer was not complete and was not likely to be complete at any age level without prior experience. The lowest transfer level occurred when unfamiliar i/t/a characters suggested a different sound than was intended. A positive correlation between reading ability and the capacity to transfer from t.o. to i/t/a was found; although, intelligence alone did not account for the close relationship.

7576
Rouch, Roger Lewis. The Relationship of Certain Selected Factors of Visual Discrimination to Performance in Beginning Reading. 139p. (Ed.D., Ball State University, 1967) Dissertation Abstracts, 29, No. 1, 73-74-A.

Order No. 68-3244, microfilm $3.00, xerography $6.60 from University Microfilms.

The following measurable visual discrimination tasks were studied in order to ascertain their relation to performance in beginning reading: matching word forms, matching geometric forms, letter discrimination, and distinguishing between figure and background by responding to the figure. The sample population consisted of 203 first-grade pupils who were analyzed by sex, IQ, and reading achievement. The data, derived from the American School Reading Readiness Test, the Frostig Program for the Development of Visual Perception, the Developmental Test of Visual Perception, the Strauss picture test of pure visual perception, and the Rouch test to distinguish between figure and background, were analyzed by means of coefficients of correlation and t-tests. Little difference was found in the extent to which word matching, letter discrimination, and symbol matching were related to performance in beginning reading. The portion of the study concerning the relationship between the ability to distinguish figure from background and beginning reading performance were inconclusive.

7577
Russell, Kenneth Stevenson. The Relationships of Phonetic Skill, Rote Memory, Verbal Achievement and Visual Memory to Spelling Achievement as Measured by Three Different Formats. 76p. (Ed.D., University of Idaho, 1968) Dissertation Abstracts, 29, No. 6, 1794-A. Order No. 16-17,002, microfilm $3.00, xerography $4.20 from University Microfilms.

The relationships of phonetic skills, rote memory, verbal achievement, and visual memory to spelling achievement were investigated, using 133 high school seniors. Measurement of spelling achievement included multiple-choice, oral, and written formats. The effect of the varying formats on these relationships was also studied. A relationship for both phonetic skill and rote memory to spelling was established. Spelling seemed to be associated with short-term memory and long-term incidental memory but not with long-term intentional memory. No significant correlation between visual memory and spelling was obtained, and variation of the spelling format did not affect the relationship of the variables.

7578
Rystrom, Richard Carl. The Effects of Standard Dialect Training on Negro First-Graders Learning to Read. 149p. (Ed.D., University of California, Berkeley, 1968) Dissertation Abstracts, 29, No. 12, 4199-A. Order No. 69-10,233, microfilm $3.00, xerography $7.00 from University Microfilms.

The relationships between the dialect of Negro first graders and their difficulties in learning to read were studied. Several fundamental concepts underlay the experiment which was designed to ascertain whether Negro children could be taught to use elements of standard English dialect not occurring in the native dialect in a period of 8 weeks.

These were (1) that the standard English dialect is to serve as a supplement not a replacement of the children's dialect, (2) that the dialect must be taught, (3) that teachers should use their own dialects, (4) that the teaching materials must be sequential, and (5) that phonology should take precedence over syntax or vocabulary. Two classes were chosen as subjects. Their teachers continued to teach reading in their usual manner, but each class was divided in half and joined with half of the other class. In this way the experimental and control groups were formed. At the end of the treatment period a two-way analysis of variance was conducted to measure teacher effect, treatment effect, and the interaction between them. No statistically significant results were derived.

7579
Salerno, Ned Joseph. A Study of the Uses of Materials in Kindergarten as Related to Reading Readiness. 116p. (Ed.D., Wayne State University, 1967) Dissertation Abstracts, 29, No. 4, 1087-A. Order No. 68-9973, microfilm $3.00, xerography $5.80 from University Microfilms.

The kinds of materials used in kindergarten, as well as the frequency of use, were investigated as factors influencing reading readiness. Particular emphasis was placed on oral language development and gross visual discrimination. Twelve kindergarten classes, six of which were afternoon classes, were observed with the aid of an instrument developed especially for this study but based on "Uses of Materials" used by Morrison (1961) in her Revised Observer Schedule and Record II. The Metropolitan Readiness Test, Form A served as a pretest, and the Metropolitan Readiness Test, Form B served as a post-test. Means and standard deviations were derived from the pretests and post-tests, while numerical ranking was applied to the variety and frequency of material usage. The Spearman Rank order technique was employed to determine whether there was a significant relation between the numerical ranking and the test scores. No significant relation was found between the variety and frequency of materials usage and the mean growth of the pupils as measured in this study. Teachers' use of materials did not differ greatly from the morning to the afternoon sessions.

7580
Santos, Natividad Alejandre. Provisions for Critical Reading in Philippine Basal Readers: An Analysis of Reading Questions Based on a Classification Scheme of Cognitive Skills. 139p. (Ed.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 10, 3344-A. Order No. 69-6771, microfilm $3.00, xerography $6.60 from University Microfilms.

Seven Philippine basal readers were examined in order to determine the extent of provisions for critical reading and the extent to which reading questions use different ways to tap critical reading skills. In this regard, the adequacy and reliability of the "Classification Scheme

for Reading Questions" at the elementary level was analyzed. The specific cognitive skills dealt with were recall, translation, application, analysis, synthesis, and evaluation. Broad behavioral tasks, developed from a synthesis of reading skills cited by 39 reading experts, were used to indicate the scope and limitation of each cognitive skill. All the books analyzed elicited the six cognitive skills to varying degrees. None of the books gave equal emphasis to the six skills, and recall was favored. This seemed to indicate that thinking skills were not emphasized but verbatim responses were. The reading questions generally used a limited variety of ways in tapping each cognitive skill, but the "Classification Scheme for Reading Questions" proved adequate and reliable at the elementary level.

7581
Schreiner, Robert Lee. A Study of Interrelationships among Different Approaches to Measuring Reading Comprehension. 184p. (Ph.D., The University of Iowa, 1968) Dissertation Abstracts, 29, No. 11, 3882-A. Order No. 69-8803, microfilm $3.00, xerography $8.40 from University Microfilms.

A study of different types of reading subtest measures was undertaken in order to determine whether unique aspects of reading comprehension were being measured. The experimental subtests, along with the Iowa Tests of Basic Skills (ITBS), were administered in half-length forms at a 1-week interval to 513 fifth graders. Factor analysis and rotation procedures were used in the various phases of statistical grouping. The subtests were classified into three groups: non-comprehension subtests such as speed of reading, comprehension tests, and ITBS subtests. The non-comprehension subtests were shown to be relatively independent of each other and of the other measures of reading comprehension. Differences in these scores were relatively reliable. The experimental comprehension tests were highly interrelated as were the ITBS subtests. Thus, diagnostic conclusions based on separate scores for comprehension skills would be unreliable.

7582
Sedarat, Nassir. Relationship of Achievement Motive, Ego Strength, and Certain Aspects of Word Association to the Reading Ability of Intellectually Superior Pupils. 74p. (Ph.D., The University of Wisconsin, 1968) Dissertation Abstracts, 29, No. 12, 4202-A. Order No. 68-16,019, microfilm $3.00, xerography $4.00 from University Microfilms.

The relationship among achievement motive, ego strength, consensuality of word associations, and reading ability of intellectually superior pupils was investigated. Fifth and sixth graders of both sexes with IQ's of 120 or higher as measured by the Lorge-Thorndike Intelligence Tests were chosen as subjects. The Stanford Achievement Test formed the

basis for selecting achieving and underachieving readers from the group. The McClelland Picture Story Test to measure achievement motive, the Children's Personality Questionnaire to measure ego strength, and a list of 50 stimulus words to measure consensuality of response in word association were administered. On the basis of the results obtained from the 2x2 factorial design with 10 observations per cell and three dependent variables, the investigator tentatively concluded that reading achievement was not a function of need for achievement, ego strength, or consensuality of word associations for intellectually superior pupils.

7583
Skinner, Georgieann Tuech. Single versus Multiple Modality in Visual and Auditory Discrimination Training. 125p. (Ed.D., Arizona State University, 1968) Dissertation Abstracts, 29, No. 4, 1172-73-A. Order No. 68-15,016, microfilm $3.00, xerography $6.00 from University Microfilms.

The effects of single and multiple modality visual discrimination training upon the visual discrimination ability of first-grade pupils was studied. Possible variations in the capacity to discriminate similarities and differences in spoken words between children who had had single modality auditory training and children who had had multiple modality visual discrimination training was also investigated. Ten intact classes in Phoenix, Arizona, were randomly assigned to two experimental groups. One experimental group received single modality visual and auditory discrimination training while the other received multiple modality visual and auditory discrimination training. The Harrison-Stroud Reading Readiness Test served for the pretest and post-test. Subjects exposed to single modality training made significantly higher visual discrimination scores on the post-test; no difference was found with regard to auditory discrimination.

7584
Slobodzian, Evelyn Birdsall. The Relationship between Certain Readiness Measures and Reading Achievement at Level One. 157p. (Ed.D., Temple University, 1968) Dissertation Abstracts, 29, No. 4, 1053-A. Order No. 68-14,151, microfilm $3.00, xerography $7.40 from University Microfilms.

Performances in visual-perceptual decoding, motor encoding, and oral encoding were measured prior to formal reading instruction. These results, measured in 115 first-grade subjects, were related to the eventual reading achievement of the subjects with the goal of locating single measures or combinations of measures capable of predicting reading success. Readiness tests administered early in the school year included the Wechsler Intelligence Scale for Children (WISC), the Illinois Test of Psycholinguistic Ability subtests on visual decoding and auditory-vocal association, the Harrison-Stroud letter-naming subtest, and the Lee-Clark Reading Readiness Test. The post-tests were given near the end of the

school year, and the children were classified into four groups: high achievers, high-average achievers, low-average achievers, and low achievers. It was found that successful readers generally had significantly higher WISC verbal and performance scores and full-scale IQ's than did nonachievers. The results of this study indicate that the use of the Lee-Clark Reading Readiness Test for predicting individual achievement is somewhat questionable.

7585
Smith, Alfred Newton, Jr. Reading Instruction in English and in Modern Foreign Languages: A Comparative Study. 317p. (Ph.D., The Ohio State University, 1968) Dissertation Abstracts, 29, No. 5, 1480-A. Order No. 68-15,378, microfilm $4.40, xerography $14.40 from University Microfilms.

The possibility of formulating an effective reading program for foreign language teaching, based on the methodology applied to English reading, was investigated. The principal achievement of this study was a series of model exercises and lessons illustrating the application of successful methods in English reading instruction to foreign language reading. The author recommends that there be an extended audiolingual period before reading instruction is begun, that pronunciation be fluent enough that a sufficient sight vocabulary can be quickly achieved, and that early reading be based on whole sentences contained in memorized material.

7586
Smith, Loren Walter. A Study of Retarded Readers in Special Reading Classes Compared with Retarded Readers in Regular Classes. 103p. (Ed.D., Oklahoma State University, 1967) Dissertation Abstracts, 29, No. 1, 188-89-A. Order No. 68-8499, microfilm $3.00, xerography $5.20 from University Microfilms.

The possibility of increasing the reading skills of retarded readers through special instruction in classes of 15-20 was investigated. An attempt to determine whether there would be significant changes in personality adjustment as a result of the special reading classes was also made. Two groups of junior high school students, matched by sex and mental ability, were administered the Gates Reading Survey, Form 1, as a pretest. The experimental group received special instruction for 27 weeks. Then both groups were administered Form 2 of the Gates Reading Survey. Analysis of variance was used to measure significant differences in speed, accuracy, vocabulary, comprehension level, and overall average grade level. No significant differences in these aspects were found when the groups were compared. However, the study indicated a significant, favorable difference in personality adjustment as a result of the special reading instruction in small classes.

7587
Smith, Milton Howard. Kindergarten Teachers' Judgments of Their Pupils' Readiness for Reading Instruction Compared with Readiness Test Results and First Grade Achievement Measures. 135p. (Ed.D., University of Oregon, 1968) Dissertation Abstracts, 29, No. 7, 2044-A. Order No. 69-43, microfilm $3.00, xerography $6.40 from University Microfilms.

Reading readiness as judged by kindergarten teachers was compared to readiness test results and first-grade achievement in order to determine the predictive value of teacher and test evaluations. Three hundred and sixty pupils and 11 teachers were involved in the study. The Metropolitan Readiness Tests and the Gates-MacGinitie Reading Tests were administered to all the children. Teacher ratings and readiness test classifications were identical in 58 percent of the cases, and in only 5 percent of the cases did teacher and test evaluations differ by more than one category. Forthermore, the teachers' ratings were identical with the first-grade reading achievement ratings in 51 percent of the cases, while readiness tests were identical in 48 percent of the cases. It would appear that the predictions of kindergarten teachers, based on the class performance of children, provide reading readiness assessments that are as valuable as those derived from commercially produced readiness tests.

7588
Sprague, Carlton Williams. Textbook Readability: Measurements by Objective Formulas Compared to Judgments of Experienced Teachers. 215p. (Ph.D., University of North Carolina at Chapel Hill, 1968) Dissertation Abstracts, 29, No. 8, 2453-A and 2574-A. Order No. 69-1682, microfilm $3.00, xerography $9.70 from University Microfilms.

Three readability formulas, the Washburne-Morphett, the Lorge, and the Dale-Chall, were applied to 23 textbooks which had already received the publishers' grade assignment. The results were compared to each other and to the appraisals of 700 experienced teachers who had reviewed the same textbooks. The Dale-Chall and Lorge indexes significantly paralleled the publishers' grade assignment, but the Washburne-Morphett indexes tended to overgrade most of the textbooks. The hard word count showed the closest relationship to formula indexes, followed by the sentence length factor. The opinions of teachers were not consistent and endorsed only one-half of the publishers' ratings. Elements of format, such as appearance and illustrations, were primary factors in their decisions; although, interest and linguistic factors were also important considerations.

7589
Stafford, Clarice M. Salli. An Analysis of the Types of Oral Reading Errors in a Sample of Fourth Grade Pupils. 116p. (Ed.D., Wayne State University, 1967) Dissertation Abstracts, 29, No. [illegible] 1375-A. Order No. 68-9978, microfilm $3.00, xerography $5.80 from University Microfilms.

Oral reading was explored by determining the frequency of various types of oral reading errors made by high and low achievers at their ceiling level, as well as by comparing the differences in oral reading errors of high and low achievers and by establishing correlations between the silent and oral reading of high and low achievers. Forty-six fourth graders were selected on the basis of results from the Gates Level of Comprehension Test. These subjects were administered the Gray Oral Reading Test, and the errors were classified into 14 categories, including mispronunciation of a letter or letters and insertion of a word or words. Higher achievers were found to make many more errors in gross mispronunciation, in mispronunciation of syllable or accent, and in mispronunciation of letters than did low achievers. This indicated an organized effort to use visual and/or auditory analysis in word comprehension. Low achievers tended to wait for the aid of the examiner, to repeat words, to substitute words of similar form, and to substitute meaningful words for other words.

7590
Stern, LeRoy Jacob. An Evaluative Study of the Personal Reading Program for the Ninth Grade at the Flandreau Indian School. 154p. (Ed.D., University of South Dakota, 1968) Dissertation Abstracts, 29, No. 8, 2454-A. Order No. 69-3130, microfilm $3.00, xerography $7.20 from University Microfilms.

Reading gains made by ninth-grade pupils in the Flandreau Indian School, Flandreau, South Dakota, who were enrolled in the personal reading program were compared with gains made by pupils of the same school and grade enrolled in the regular English program. Ninety-two subjects were equally distributed between personal reading classes and regular English classes during the first semester. Scheduling was reversed for the pupils during the second semester. The Diagnostic Reading Test, Form A, was given at the start of the first semester; Form B was administered at the end of the same semester; and Form C was given at the end of the second semester. Scores were obtained for word recognition, comprehension, vocabulary, story reading, and story comprehension. The mean gains of the group of pupils enrolled in the first semester personal reading program were significantly greater in vocabulary and story comprehension than their mean gains during the second semester when the regular English program was followed. However, the mean gains of those pupils who were enrolled in the first semester regular English course were significantly greater than their mean gains during the spring personal reading program in word recognition, vocabulary, and story comprehension.

7591
Stone, Evelyn Walker. A Follow-Up Study of Off-Campus Students Who Attended the University of Florida Reading Laboratory and Clinic. 152p.

(Ed.D., The University of Florida, 1967) Dissertation Abstracts, 29, No. 3, 841-A. Order No. 68-13,034, microfilm $3.00, xerography $7.20 from University Microfilms.

A followup study 4 to 9 years after the remediation training of 83 off-campus elementary and secondary students was presented. The present reading ability of these students was determined by the educational levels attained, by a self-evaluation of present reading ability and attitudes toward reading, and by the administration of an untimed power test of comprehension. A diagnostic reading test and a reading attitude inventory were mailed to each student. Ninety-five percent of the students reported that they were able to cope with their reading needs. Ninety-three percent considered the remediation worthwhile. The study revealed that retarded elementary school readers had not progressed as well as the secondary readers. Student attitudes toward reading and parental influences were seen as contributing to current reading ability.

7592
Story, William Emerson. A Comparative Study of a Reading and Nonreading Science Test at the Sixth-Grade Level. 147p. (Ph.D., University of Arizona, 1968) Dissertation Abstracts, 29, No. 9, 2907-A. Order No. 69-4052, microfilm $3.00, xerography $7.00 from University Microfilms.

It is generally held that standardized science tests at the elementary school level are measuring reading achievement rather than science achievement. The effect of the reading factor in the science achievement test was studied by comparing the results of a reading and a nonreading science test. The nonreading science test was especially designed for this investigation. Of the 48 items, 16 were intended to parallel items in the reading science test. The reading science test was more highly related to reading achievement than to science achievement as measured by the nonreading science test. With the partialling out of intelligence, it was found that the relationship between reading and nonreading science tests was no greater than could be expected by chance, while the relationship between reading achievement and the reading science test results was significant beyond the .01 level. It was conculded that the Stanford Science Test, the standardized science test used in this study, was in effect measuring reading abilities rather than science learnings.

7593
Swanson, Rebecca Glover. A Study of the Relationship between Perceptual-Motor Skills and the Learning of Word Recognition. 294p. (Ph.D., University of South Carolina, 1968) Dissertation Abstracts, 29, No. 7, 2158-A. Order No. 69-480, microfilm $3.80, xerography $13.30 from University Microfilms.

The effects of a perceptual-motor training program on second-grade children who were below grade level in word recognition skills were studied. Sixty-three lower socioeconomic Negro students were randomly selected for the sample. Each child's weaknesses were diagnosed in terms of his ability to perform specific tasks, and treatment was based on this diagnosis. One experimental group received perceptual-motor instruction only; the other experimental group received both perceptual-motor instruction and the regular reading program. The control group received only the regular reading program. While both experimental groups achieved significantly higher mean scores in word recognition after treatment, the findings showed no significant difference between the progress of the two groups.

7594
Taschow, Horst Gerard. A Comparative Study of a Corrective Reading Program and Its Effects on Two Freshmen Reading Groups at Central Oregon Community College. 144p. (Ph.D., Oregon State University, 1968) Dissertation Abstracts, 29, No. 7, 2160-A. Order No. 69-464, microfilm $3.00, xerography $6.80 from University Microfilms.

Corrective reading instruction of varying degrees of intensity was studied with 70 students at the community college level. One experimental group received the treatment instruction over a 10-week period; the other received the same treatment over a 20-week period. It was hypothesized that there would be no significant difference in after-treatment reading performance between the groups. The conclusions seemed to bear out this hypothesis, since no apparent difference in reading performance was found between the groups immediately after the treatment periods. However, the less intensive instruction seemed to produce better performance on a delayed post-test.

7595
Tatham, Susan Masland. Reading Comprehension of Materials Written with Select Oral Language Patterns: A Study at Grades Two and Four. 256p. (Ph.D., The University of Wisconsin, 1968) Dissertation Abstracts, 29, No. 12, 4393-94-A. Order No. 69-1008, microfilm $3.30, xerography $11.70 from University Microfilms.

The relationship of spoken and written language is often obscured by the use of "unnatural language" in children's reading texts. While attempts are usually made to keep the vocabulary level within the readers' experiences, there is little effort to keep sentence patterns under similar control. The effect of controlled sentence patterns upon the reading comprehension of second and fourth graders was investigated. Two tests were devised: one with frequently used oral patterns and the other with patterns infrequently used orally. Strickland's study (1962) of children's oral language served as the basis for pattern selection. Three hundred subjects were randomly assigned to one of the two tests.

The results indicated that there was a significant difference in scores favoring the test containing frequently used oral patterns. Fourth graders demonstrated a higher ability to comprehend materials with infrequent oral patterns than did second graders.

7596
Timashenka, Paul. The Effect of High and Low Readability Level of Lectures on Secondary Educable Mentally Retarded Pupils' Listening Comprehension of Material Presented. 128p. (Ed.D., The Pennsylvania State University, 1967) Dissertation Abstracts, 29, No. 1, 157-A. Order No. 68-8753, microfilm $3.00, xerography $6.20 from University Microfilms.

A lesson on job attitudes was designed for educable mentally retarded pupils (EMR) on the secondary level and was taped at fourth-grade and tenth-grade readability levels. The Fog index and Dale's list of 3,000 words were used in the preparation of the lesson. It was hypothesized that the learning of terms related to job attitudes would be higher for EMR students who listened to the fourth-grade lecture than for those who listened to the tenth-grade lecture. A listening pretest was administered to two groups of 300 EMR students each. One group then listened to the fourth-grade tape while the other heard the tenth-grade tape. Learning took place with both groups; although, it was higher for the EMR group who listened to the low readability lecture. Listening was found to be a good channel of learning for EMR students.

7597
Toggenburger, Frank Joseph. Differential Effects of a Reading Instructional System Using Different Reading Schedules on Low and Middle Socioeconomic Ethnic Groups of Varying Ability in Grades One and Two. 137p. (Ed.D., University of Southern California, 1968) Dissertation Abstracts, 29, No. 9, 3050-A. Order No. 69-4550, microfilm $3.00, xerography $6.60 from University Microfilms.

A meaning-emphasis approach to beginning reading was operated under three different organizational patterns, divided-day, regular day, and double session, in the 96 elementary schools of a district. A 3x3x2x3 factorial analysis of variance design was used to obtain data with respect to the following categories: above-average and below-average intelligence, middle and low socioeconomic status, and race (Caucasian, Negro, and Mexican-American). The regular day organizational pattern proved superior to the divided-day and to the double session patterns for organizing reading instruction for the various combinations of intelligence, socioeconomic status, and racial or ethnic grouping. The means of the Caucasian group were superior to those of the Negro group, whose means were superior to those of the Mexican-American group. Clearly, the meaning-emphasis approach was least successful with the Mexican-American pupils.

7598
Trautwein, Marvin Edward. The Role of a General Psychology Course in Improving Reading and Study Behavior of College Freshmen. 425p. (Ph.D., University of Minnesota, 1968) Dissertation Abstracts, 29, No. 8, 2576-A. Order No. 69-1541, microfilm $5.45, xerography $19.15 from University Microfilms.

Two instructional procedures for improving reading and study behavior of college freshmen were compared. Sixty-seven subjects were randomly drawn from the Augsburg College Freshmen class of 1956-57. The control group received instruction and practice in reading and study behavior in a required orientation course; the experimental group received instruction and practice in reading and study behavior in both the orientation course and in a general psychology course. Comparisons were made in eight areas including improvement in reading speed, comprehension, and study habits. Although "Transfer of Learning" by Ellis was not published until after this investigation was initiated, over-all task similarity, stimulus similarity, and amount of practice on the original task were factors considered. It was suggested that research in how-to-study courses should involve additional transfer principles and give more consideration to achievement motivation and problem solving.

7599
Trout, Len Lawrence, Jr. An Analysis of Certain Social and Economic Factors in Relationship to Reading Test Scores Reported by Selected California School Districts. 170p. (Ed.D., University of the Pacific, 1968) Dissertation Abstracts, 29, No. 5, 1378-79-A. Order No. 68-14,983, microfilm $3.00, xerography $7.80 from University Microfilms.

The extent and significance of the differences of certain social and economic factors in high- and low-achievement school districts were analyzed. First-grade pupils in several schools were tested with the Stanford Reading Test, and the six highest and six lowest scoring districts were used for analysis. Pearson Product Moments of Correlation were computed for 28 indexes, as was a step-wise multiple regression analysis. High-achievement districts reported significant correlations and analyses for these indexes: (1) percent of pupils scoring above Q3; (2) the general purpose tax rate; (3) total administration, principals' and supervisors' salaries as percent of current expenses of education; and (4) percent of Spanish surname and nonwhite to other-white teachers. Low-achievement districts reported these indexes of significance: (1) percent of district income from federal sources; (2) percent of pupils scoring above Q3; (3) beginning district elementary teachers' salary; and (4) other book expenditures as percent of current expenses of education. The conclusion was reached that, since focus of the study was on districts rather than individuals, the districts can effect needed school changes. Indexes for study with larger groups and greater control of variables are suggested.

7600
Trumbull, David. The Development of a Reading Text in English for College Students in Afghanistan. 333p. (Ed.D., Columbia University, 1968) Dissertation Abstracts, 29, No. 10, 3349-A. Order No. 69-6043, microfilm $4.30, xerography $15.10 from University Microfilms.

The procedure followed in preparing a special text to improve the reading of English by Afghanistan college students was reported. From an initial investigation it was concluded that Afghanistan students tended to associate reading with memorization and recitation rather than with the internalizing of information. The underlying idea of the project was that an effective text in reading should include a definition of what reading actually is as well as to offer practice. The relationship of reading comprehension and economic progress should be emphasized, and a direct attack should be made on those items in the students' background which develop concepts of the reading process in conflict with modern concepts. Thus, the text prepared presented information about reading and provided systematic practice of the associated skills. Twenty study units dealing with different topics compose the text. A vocabulary lesson precedes each unit, and a comprehension test dealing with the ideas of the unit follows.

7601
Turner, Pearl. The Tactile-Kinesthetic Technique in the Teaching of Hebrew. 89p. (Ph.D., Kent State University, 1968) Dissertation Abstracts, 29, No. 12, 4395-96-A. Order No. 69-9513, microfilm $3.00, xerography $4.60 from University Microfilms.

The comparative effectiveness of the tactile-kinesthetic method and the conventional "sight" method in the teaching of Hebrew reading was studied. The subjects were 50 third-grade students just beginning Hebrew instruction. The level of English reading ability was determined by means of the Gates-MacGinitie Reading Tests, and the level of intelligence was measured by the Peabody Picture Vocabulary Test, Form A. The learning material consisted of four one-syllable nonsense words in the Hebrew language. The number of presentations necessary for recognition and delayed recognition served as the criteria of learning. The findings of the analysis of data indicated that the tactile-kinesthetic technique did not significantly influence the learning of Hebrew nonsense syllables for early retention. It seemed to favor, however, long-range retention.

7602
Tyre, Betty Brannen. An Investigation of Three Procedures Employed in Teaching Word Recognition Skills to Pre-Service Teachers within an Introductory Reading Course. 77p. (Ed.D., University of Southern Mississippi, 1968) Dissertation Abstracts, 29, No. 9, 3029-A. Order No. 69-4715, microfilm $3.00, xerography $4.20 from University Microfilms.

Seventy-two preservice teachers enrolled in an introductory reading course were randomly assigned to three treatment groups. Each group augmented classroom instruction with one of the following procedures to study word recognition skills: Method I, compiling an annotated list of teaching techniques; Method II, preparing lesson plans from studying basal readers and viewing videotaped demonstration teaching; and Method III, preparing lesson plans from studying basal readers and teaching children. Three pretests and post-tests were administered to determine differences in gain in knowledge of theory and in application of word recognition skills. Method III was found to produce a significantly greater gain than both Methods I and II as measured by the Test of Phonics Principles, and Method III also produced superior gains over Method I on the Phonics Test for teachers. A nonsignificant gain was indicated as measured by the California Phonics Survey.

7603
Van Valkenburg, John. Learning through Listening: Implications for Reading. 164p. (Ed.D., The University of Rochester, 1968) Dissertation Abstracts, 29, No. 6, 1692-A. Order No. 68-15,881, microfilm $3.00, xerography $7.60 from University Microfilms.

Interrelationships between listening and reading were explored within the context of a "listening-socio-cultural" area. The findings indicated that a series of listening lessons based on Russell and Russell's Listening Aids through the Grades and Educational Developmental Laboratories' Listen and Think Program were effective in increasing listening and reading comprehension. It was noted that students classified as low socioeconomic status gained more from the listening experiences than did the high socioeconomic status students. This difference in gain suggests that listening lessons might be used successfully to compensate for the lack of experiential breadth in culturally deprived children, since it appears that low socioeconomic status students are able to learn many of the skills necessary for effective reading through training in listening. Further research is recommended.

7604
Vick, Marian Lee. A Study and Analysis of the Relationships at the Primary Grade Level between Culturally Disadvantaged and Culturally Advantaged Pupils as Reflected in the Development of Certain Language Skills. 202p. (Ed.D., Duke University, 1968) Dissertation Abstracts, 29, No. 9, 3052-A. Order No. 69-3900, microfilm $3.00, xerography $9.25 from University Microfilms.

It is generally accepted that the language skills of culturally disadvantaged children differ markedly from the "standard" English used at school. This investigation examined the development and utilization of the total language skill complex (auditory discrimination, articulation

of speech sounds, recognition vocabulary, and vocabulary use) among the culturally advantaged and disadvantaged, as subjectively determined by their teachers. Two hundred and forty-three first-, second-, and third-grade children in Durham County, North Carolina completed six tests. The results indicated that the null hypothesis, the development and utilization of the total language skill complex will not differ significantly between groups of children subjectively labeled as either culturally advantaged or disadvantaged, could not be rejected.

7605
Volk, William Andrew. An Analysis of Selected Factors as Sources of Variance in Reading Achievement. 127p. (Ed.D., University of Virginia, 1968) Dissertation Abstracts, 29, No. 11, 3786-A. Order No. 69-3987, microfilm $3.00, xerography $6.20 from University Microfilms.

The factors of sex, race, mental ability, socioeconomic status, and personality as sources of reading achievement variations in 544 subjects, divided into an experimental group using programed instructional materials and a control group using the basal program, were studied. Children in the first, second, and third grades of a rural county in Virginia were the subjects. Hollingshead's Two Factor Index of Social Position was used along with the California Reading Achievement Test, the California Test of Mental Maturity, and the California Test of Personality. Differences between pretest and post-test grade equivalent scores were analyzed by categories of the above-listed factors. The category of socioeconomic status yielded the widest range of variation, while sex yielded the narrowest range. The gains made by the experimental group were, in general, statistically significant when compared to those made by the control group.

7606
Walter, James Irby. A Comparative-Descriptive Study of Sixty Incarcerated Criminals Utilizing the Variables of Personality as Measured by the Sixteen Personality Factor Questionnaire, Reading Scores, Age, Time in Prison and Disciplinary Actions. 104p. (Ed.D., Auburn University, 1968) Dissertation Abstracts, 29, No. 4, 1114-A. Order No. 68-12,325, microfilm $3.00, xerography $5.20 from University Microfilms.

The results of the Sixteen Personality Factor Questionnaire (16 PF) and differences in reading scores, age, time in prison, and number of disciplinary actions were studied with 60 prisoners in the Draper Correctional Center, Elmore, Alabama. All subjects had attained a seventh-grade reading level score. The sample was equally divided into 4 groups: first offenders, student recidivists, nonstudent first offenders, and nonstudent recidivists. No significant differences were found on the 16 PF scales between students versus nonstudents nor between first offenders versus recidivists. Correlation coefficients indicated a positive

relationship between the 16 PF scale G (expedient-conscientious) and age, a negative relationship between the 16 PF scale I (tough minded-tender minded) and age, a negative relationship between I and time in prison, a positive relationship between I and reading scores, and a negative relationship between the 16 PF scale O (placid-apprehensive) and reading scores. Disciplinary actions were not related to the 16 PF scales.

7607
Warren, Maxine A. The Relative Effectiveness of Three Approaches to Teaching Reading to Third Grade Negro Children. 101p. (Ed.D., North State Texas University, 1968) Dissertation Abstracts, 29, No. 11, 3927-A. Order No. 69-5283, microfilm $3.00, xerography $5.20 from University Microfilms.

Three methods for the teaching of reading, used with third-grade Negro children, were compared for relative effectiveness. Eight teachers and 232 pupils from Forrest County, Mississippi comprised the subjects of the study. The approaches in question were an individualized approach, a basal-SRA approach, and a basal approach. Pretests and posttests involved measures of overall reading, vocabulary, comprehension, and attitude toward reading. The individualized reading approach did most poorly, and it would appear of little help in improving total reading achievement or attitude toward reading for third-grade Negro children who are culturally deprived.

7608
Washington, Ernest David. Matching and Naming Letters of the Alphabet with and without Redundant Color Cues. 54p. (Ph.D., University of Illinois, 1968) Dissertation Abstracts, 29, No. 2, 490-A. Order No. 68-12,218, microfilm $3.00, xerography $3.00 from University Microfilms.

Three pilot studies and a final experiment were set up to determine whether redundant color cues would help disadvantaged children learn four letters simultaneously. Colors were found to be inadequate for the children to accomplish the task set forth, and it was necessary to reduce the four letters to two pairs of letters with overlearning before the match-to-sample task could successfully be completed. A transfer task was also administered, and it was found that redundant cues with overlearning were effective in facilitating transfer. The group using color and letter for the sample and matching stimuli made significantly fewer errors on the transfer task than did the group that had learned using only letters.

7609
Wier, Walter Thomas. The Effectiveness of Structured and Nonstructured Conferences in a College Freshman Effective Reading and Study Course. 108p. (Ed.D., New Mexico State University, 1968) Dissertation Abstracts, 29, No. 12, 4262-A. Order No. 69-7931, microfilm $3.00, xerography $5.40 from University Microfilms.

The extent to which college freshmen would improve in their reading study habits, attitudes, and organizational skills in accordance with varied types of student-teacher conferences was investigated. Three conference situations were compared: (1) three 15-minute conferences placed into a given set of guidelines, (2) three 15-minute conferences not having any structural guidelines, and (3) no conferences within laboratory periods. The subjects, 101 freshmen enrolled in the Effective Reading and Study classes at New Mexico State University, were randomly divided into three groups. All the students received regular instruction varying only in the types of student-teacher conferences held. Pretests and post-tests were administered using the Davis Reading Test, the Organization of Ideas, and the Survey of Study Habits and Attitudes tests. No significant difference was found in reading achievement, organization of ideas, or study habits and attitudes for any of the conference methods used.

7610
Wilbur, Hellon Kindle. A Comparison of Four Methods of Teaching Reading in Grade Three. 95p. (Ph.D., East Texas State University, 1968) Dissertation Abstracts, 29, No. 11, 3902-A. Order No. 69-5442, microfilm $3.00, xerography $4.80 from University Microfilms.

The basal reading teaching method was compared with the following instructional approaches: (1) basal reader plus controlled reader, (2) basal reader plus SRA Reading Laboratory, (3) basal reader plus "Programmed Reading." Four third-grade classes were involved in the study for a total of 36 lessons. All the classes used the same basal reader. Three of the classes also were exposed to one of the above-listed teaching variables. The Lindquist analysis of variance indicated the existence of significant differences in the outcomes of the four methods. While evidence favoring one method was not conclusive, it would appear that a higher quality individualized program can be obtained by means of "Programmed Reading" and the SRA Reading Laboratory.

7611
Willford, Robert Earl. An Analysis of Three Instructional Strategies Applied to Mediating Transition of Concepts from the Initial Teaching Alphabet to the Traditional Orthography. 171p. (Ed.D., Arizona State University, 1968) Dissertation Abstracts, 29, No. 4, 1177-78-A. Order No. 68-15,023, microfilm $3.00, xerography $8.00 from University Microfilms.

The effectiveness of three transition learning programs on the acquisition and retention of achievement during the period of change from the i/t/a instructional alphabet to traditional orthography (t.o.) was investigated. Twelve intact classes were randomly assigned to three treatment groups. Twenty-five subjects, chosen randomly from each of the treatment groups (N75), were analyzed independently from the groups. The researcher concluded that the transition from i/t/a to t.o. was a crucial and complex one needing further in-depth consideration. The results of this investigation indicated that transition instruction had a direct influence on the immediate post-transition level of t.o. reading achievement. All three groups made significant gains.

7612
Williams, Sebron Belton. The Effects of Individualized Programs of Physical Education on Normal Children Who Have Reading Difficulties. 179p. (Ed.D., North Texas State University, 1968) Dissertation Abstracts, 29, No. 6, 1693-A. Order No. 68-16,648, microfilm $3.00, xerography $8.20 from University Microfilms.

The hypothesis that gains in physical fitness would relate positively to gains in reading was investigated. It was further hypothesized that individualized physical training would lead to higher reading achievement than would participation in regular physical training classes or in sedentary classes. Two hundred and thirty-nine children ranging from the second to the fifth grades were placed in three groups. The groups were pretested and post-tested with the Gates MacGinitie Reading Tests and the American Association for Health, Physical Education and Recreation Tests. It was found that reading achievement and physical fitness were not related as far as could be determined from the data of this investigation. However, individualized training did help to produce greater physical fitness gains than either group or sedentary activities.

7613
Wollenberg, John Peter. Programmed Materials Versus a Basal Reader Approach with Culturally Deprived Children--Grades One and Two. 95p. (Ph.D., Mississippi State University, 1968) Dissertation Abstracts, 29, No. 9, 2910-A. Order No. 69-5263, microfilm $3.00, xerography $4.80 from University Microfilms.

A comparison was made of the mean achievement scores on the Gates Primary Reading Tests, Form 3, obtained from a group of culturally deprived first and second graders who were instructed with Sullivan's Programmed Reading Series and from another similar group who were instructed with Scott, Foresman reading materials. The subjects of each group were matched for sex, mental age, and reading achievement. Analysis of the post-test was made by the t test applied to the two groups

in general and then to the high achievers and low achievers in both groups. In all cases there were no significant differences between any of the groups that could be attributed to the different instructional forms.

7614
Wylie, Richard Edward. Word Element Perception in Beginning Reading. 158p. (Ed.D., Boston University School of Education, 1967) Dissertation Abstracts, 29, No. 12, 4398-A. Order No. 69-7839, microfilm $3.00, xerography $7.40 from University Microfilms.

Various perceptual abilities in word element perception, as these relate to success in beginning reading, were studied. Ten tests were administered, three of which were standardized tests such as the Stanford Achievement Test, five of which established informal measures such as identification of sounds in isolation, and two of which were author constructed. Among the results, it was found (1) that children could easily learn letter names in a 10-day instructional period, (2) that children who learned letter names after school entry progressed more slowly than those who had known them previously, and (3) that two-vowel phonograms were learned as easily as "silent e" long vowels.

7615
Yarington, David Jon. A Study of the Relationships between the Reading Done by College Freshmen and Aptitude and Scholastic Achievement. 266p. (Ed.D., University of Pennsylvania, 1968) Dissertation Abstracts, 29, No. 6, 1694-A. Order No. 68-14,473, microfilm $3.45, xerography $12.15 from University Microfilms.

The aptitudes of college freshmen as measured by the American College Testing Program Battery and their scholastic achievements as reflected in the grade-point averages were investigated for possible relationships to the number of pages read and the types of reading done by them. Randomly chosen dormitory groups among Ohio University freshmen were asked to keep record of all their weekly reading for a period of 14 weeks. This procedure was repeated for 2 consecutive semesters with the same groups. It was found that an average number of 14 hours per week were spent reading. There seemed to be little relationship between hours and pages of reading, aptitude and scholastic achievement. It was also found that the time devoted to reading varied significantly in rate and among the subject matter areas from week to week.

7616
Zais, Robert Stanley. The Sophistication of Reading Interests as Related to Selected Personality Factors and Certain Other Characteristics

of High School Students. 245p. (Ph.D., The University of Connecticut, 1968) Dissertation Abstracts, 29, No. 9, 3014-A. Order No. 69-2199, microfilm $3.20, xerography $11.05 from University Microfilms.

The relationship of sophisticated reading interests to personality factors, sex, age, intelligence, and reading ability was investigated. An effort to determine the best factor or combination of factors as predictor of reading sophistication was made. A Sophistication of Reading Interests Scale was constructed for this study and was used with a high school population drawn from grades 9 through 12. A standardized instrument was used to measure selected personality factors. The personality variables in combination did not significantly relate to reading sophistication, but "benevolence" and "conformity" considered singly did relate significantly to sophisticated reading interests. Intelligence, sex, and reading achievement also showed some positive correlation in this regard; age was not significantly related. However, the correlation of no factor nor combination of factors was sufficiently high to be considered a useful prediction of reading sophistication.

7617
Zappo, Lena R. Lang. The Relationship between an In-Service Training Program of Social Studies Reading Skills and the Social Studies Achievement of Seventh Grade Students. 145p. (Ph.D., New York University, 1968) Dissertation Abstracts, 29, No. 8, 2460-A. Order No. 69-3209, microfilm $3.00, xerography $6.80 from University Microfilms.

The hypothesis that a group of seventh-grade students instructed by teachers who had received an inservice training program in social studies reading skills would achieve more in social studies content than a group of students instructed by teachers who had not received such training was tested. Six teachers from the East Brunswick, New Jersey, public schools were randomly assigned to the experimental and control groups. The teachers of the experimental groups were given instruction in social studies reading skills and in the application of Bruner's concepts to such skills and to the social studies content. The same unit outlines, textbook, reference materials, and audiovisual aids were used by all groups, but only the experimental teachers worked with a reading skills outline and a reading skills approach to the teaching of content material. The selection of the pupils involved was made so as to have no significant difference among them that would influence the outcome. Post-test scores indicated significant differences in learning which favored the experimental groups. Teachers who received the inservice training program appeared to be better able to help students attain higher achievement levels in learning social studies content materials than those who were untrained.

7618
Zimet, Sara Florence Goodman. Sex Role Models in Primary Reading Texts of the United States: 1600-1966. 321p. (Ed.D., University of Denver, 1968) Dissertation Abstracts, 29, No. 7, 2129-A. Order No. 68-17,840, microfilm $4.15, xerography $14.65 from University Microfilms.

The sex role models portrayed in primary reading texts during six historical periods ranging from 1600 to 1966 were examined. Four areas received major attention. These were (1) the accord between sex role models and the behavior patterns and expectations of the period; (2) the differentiation made between male and female sex roles; (3) the relation of success and failure outcomes to the sexes; and (4) the socio-economic and cultural class portrayed during the six periods. Three primary reading texts were selected as representative for each of the periods. These were reviewed for a series of characteristics, among which were the predominant story theme and agents of help and frustration. Sex role models did reflect the patterns and expectations of the period during which the readers were used. Success and failure outcomes were not related more to one sex than to the other. In the most recent three periods, sex role models were diffuse for both males and females. In all the texts, the group represented was affluent, Caucasian, and of American cultural background.

7619
Zoeller, Joseph Michael, Jr. A Comparison of the Teacher-Pupil Ratio with Fifth and Sixth Grade Pupil Achievement in Wisconsin Public Schools. 123p. (Ph.D., The University of Wisconsin, 1968) Dissertation Abstracts, 29, No. 12, 4265-A. Order No. 68-16,036, microfilm $3.00, xerography $6.00 from University Microfilms.

The relationships between pupil-teacher ratio and pupil achievement in vocabulary, reading, language, work-study skills, arithmetic, social studies, and science were studied. Adequate control of the many input variables was achieved by collecting data for approximately 40,000 of the 50,000 fifth- and sixth-grade Wisconsin public school population. On the basis of the findings from 17 subject area scatter-gram-correlation tables, it was not possible to determine any significant relationship between teacher-pupil ratio and the above-listed factors.

Appendix A

Instructions for ordering microfilm and xerography document reproductions from University Microfilms

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Bibliography 2, Recent Doctoral Dissertation Research in Reading. September 1967.
ED 012 693, microfiche $1.00, hard copy $11.05.

Bibliography 3, International Reading Association Conference Proceedings Reports on Secondary Reading. September 1967.
ED 013 185, microfiche $2.25, hard copy $30.70.

Bibliography 4, International Reading Association Conference Proceedings Reports on Elementary Reading. October 1967.
ED 013 197, microfiche $4.25, hard copy $56.85.

Bibliography 5, USOE Sponsored Research on Reading. March 1968.
ED 016 603, microfiche $0.50, hard copy $5.30.

Bibliography 6, Title III (PACE) Projects on Reading. March 1968.
ED 017 409, microfiche $0.25, hard copy $2.50.

Bibliography 7, Reports on Reading and the Disadvantaged: Elementary Level. April 1968.
ED 015 350, microfiche $0.50, hard copy $5.65.

Bibliography 8, Reports on Reading and the Disadvantaged: Secondary Level. May 1968.
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